2003-04 Postsecondary Education Accountability Report

Submitted to the
Office of the Governor,
Kentucky General Assembly,
Legislative Research Commission, and
Strategic Committee on Postsecondary Education

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Introduction

KRS 164.020(3) requires the Council on Postsecondary Education to prepare an annual accountability report for the Governor, the Legislative Research Commission (LRC), and the Strategic Committee on Postsecondary Education (SCOPE). The purpose of the report is to inform policy makers, legislators, and taxpayers of systemwide and institutional progress toward achieving the mandates of the *Postsecondary Education Improvement Act of 1997* (House Bill 1). More specifically, the report provides information about:

- Progress toward performance objectives.
- Highlights of reform initiatives undertaken in 2003-04.
- Reform efforts to be undertaken the next year.

This year's accountability report also includes a section on progress achieved since the passage of Senate Bill 1, the *Kentucky Adult Education Act*. Passed in 2000, SB 1 created a mandate to improve the educational status of adult Kentuckians who do not have a high school diploma, who function at low levels of literacy or who want to learn the English language. SB 1 also created a partnership between the Department of Adult Education and the Council on Postsecondary education by charging the Council with budget and policy oversight for adult education. The partnership was strengthened in 2003 when the Department was moved to the Council and renamed "Kentucky Adult Education."

Structure of Report

In addition to the chapter on Kentucky Adult Education, the report focuses on the six goals of HB 1 by describing how well Kentucky's postsecondary institutions and the system as a whole are fulfilling the goals set forth in the reform legislation. The report also links the performance of the system and individual institutions to the Council's five questions, which focus on state needs and guide the key indicators of reform:

1. Are more Kentuckians prepared for postsecondary education?
2. Are more students enrolling?
3. Are more students advancing through the system?
4. Are we preparing Kentuckians for life and work?
5. Are Kentucky's communities and economy benefiting?

This report reflects the Council's desire to meet the needs of its audience and fulfill its statutory obligations, including those discussed in the 2003 Program Review and Investigations Committee Report, *Postsecondary Education in Kentucky: Systemwide Improvement but Accountability is Insufficient.* The information in this report is organized as follows:

Reform Snapshot: Overall progress toward postsecondary education reform — State and national data are provided to highlight progress and to identify concerns in Kentucky's performance during the first six years of reform. The Council's five questions, the accompanying indicators and measures, and their relationship to the mandates of HB 1 are explained.

GOAL 1: A report on progress toward creating a seamless, integrated system, strategically planned and adequately funded, to enhance economic development and quality of life — This section reviews systemwide progress toward Goal 1 and supplies performance outcomes where relevant. More specifically, statewide initiatives to improve the transition from high school to college, college transfer, strategic planning efforts, the adequacy of postsecondary funding, and economic development are discussed, as well as initiatives planned for 2004-05.

GOAL 2: A report on the University of Kentucky's progress in becoming a comprehensive research institution ranked nationally in the top 20 public universities — The Council has established goals related to UK's quest for national prominence. UK has additional measures for strategic planning. An update on UK's Research Challenge Trust Fund programs, an essential part of reform, is provided. A description of initiatives planned for next year — particularly those addressing UK's most immediate needs — concludes the section.

GOAL 3: A report on the University of Louisville's progress in becoming a nationally recognized, metropolitan research university — This section provides an overview of UofL's performance on both

Council and institutional goals and an update on its Research Challenge Trust Fund programs. A description of initiatives planned for 2004-05 that will position UofL to attain national recognition and address needs concludes the section.

GOAL 4: A report on comprehensive universities' progress in offering at least one nationally recognized program of distinction or applied research program, and in working cooperatively with other institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average — Kentucky's six comprehensive universities are charged with providing access to quality programs at the baccalaureate and master's level, developing at least one program of distinction, and implementing cooperative programs and activities with other postsecondary partners. This section reviews the progress toward these objectives by Eastern Kentucky University, Kentucky State University, Morehead State University, Murray State University, Northern Kentucky University, and Western Kentucky University.

GOAL 5: A report on the progress made by the Kentucky Community and Technical College System (KCTCS) toward ensuring access to a two-year course of general studies that transfers to a baccalaureate program; providing the training necessary to develop a workforce with the skills to meet the needs of new and existing industries; and providing remedial and continuing education to improve the employability of citizens — KCTCS plays a critical role in providing associate degrees to students wishing to transfer to a baccalaureate program and those seeking workforce, adult, and continuing education at the sub-baccalaureate level. The system's progress in increasing access and upgrading Kentuckians' skills is discussed, as well as future activities to address needs.

GOAL 6: A report on progress in providing an efficient, responsive, and coordinated system of autonomous institutions that delivers educational services comparable to the national average — Kentucky made great strides in increasing access to postsecondary offerings in 2003-04. This section focuses on current and future initiatives designed to improve the efficiency and effectiveness of the state's postsecondary system.

Kentucky Adult Education: A report on progress in addressing adult illiteracy in Kentucky. Since the passage of SB 1, the Commonwealth has made signficant progress in improving and expanding adult education services. More students are participating in adult education programs, and more are advancing on to postsecondary education. This section outlines progress made in addressing adult illiteracy, as well as challenges ahead.

APPENDIX A — The Council's Key Indicators of Progress in 2003-04 provide information on system and institutional performance.

APPENDIX B — A system and institutional profiles provide additional, comparative information on Kentucky's colleges and universities.

APPENDIX C — A glossary defines unfamiliar terms and clarifies metrics for enrollment, graduation, retention, and other indicators.

In 2004-05, the Council staff will, among other initiatives, update the public agenda , and the benchmarks (key indicator goals) that enable the Council to carry out its accountability role as defined by HB 1. The Council actively seeks the input of the Governor, legislators, other policy makers, and the general public throughout this process.

Reform Snapshot

The Council has developed five questions to guide postsecondary reform:

1. Are more Kentuckians ready for postsecondary education?
2. Are more students enrolling?
3. Are more students advancing through the system?
4. Are we preparing Kentuckians for life and work?
5. Are Kentucky's communities and economy benefiting?

These questions are posed in the Council's Action Agenda, the document that serves as the "strategic implementation plan" required by House Bill 1. They explicitly link the work of the state's postsecondary institutions to the needs of Kentucky. The five questions express the Council's commitment to expand Kentuckians' access to postsecondary education and to ensure the system improves lives and strengthens communities.

The Council established a set of key indicators to help answer these questions. Each indicator provides a specific, measurable objective for postsecondary reform, established in consultation with the institutions and other reform partners. Some indicators (such as the percentage of Kentuckians with a baccalaureate degree or higher) are broad, systemwide measures. Others are specific to individual postsecondary institutions. The Council staff regularly reports progress toward performance goals to the Council. Detailed information about each of the key indicators is provided in Appendix A, and is available to the public via the Council's key indicator website, www.cpe.state.ky.gov/KeyInd/index.asp.

In April 2004, the Council staff began work on the first systematic revision of the Council's public agenda for postsecondary education and the individual campus action plans. A more detailed description of the Council's strategic planning initiative can be found on page 32 of this report.

National Recognition for Reform

In a comprehensive assessment of postsecondary reform progress released in October 2002 by the Prichard Committee for Academic Excellence, the National Center for Higher Education Management Systems (NCHEMS) notes

that "the CPE's use of the five questions to frame indicators of progress toward reform has become a model for states across the U.S." The NCHEMS report characterizes Kentucky's progress toward postsecondary reform as:

> . . . nothing short of remarkable . . . There is a new sense of hope, pride, and confidence. In response to the question, "Why not?" the answer today is, "This is Kentucky and the Commonwealth is leading the nation in demonstrating how sustained attention to education reform can bring about fundamental, long-term improvement in a state's quality of life and economy."

A 2004 report from The National Commission on Accountability in Higher Education cites Kentucky as an exemplary state that puts accountability "front and center" in communications with policy makers and postsecondary providers.

Members of the Council staff have been invited to present information about progress on Kentucky's public agenda in other states and at national conferences and symposia (National Governors' Association, State Higher Education Executive Officers, National Center for Public Policy and Higher Education, Education Commission of the States, and the Wingspread Group on Higher Education). The Council's "Go Higher Kentucky" college access program has been recognized by the Southern Regional Education Board for its success, and the state was invited to help develop a regional effort to create similar campaigns in all of the SREB states. Council staff members also have been asked to consult with the states of Ohio, California, and Montana in the development of their programs to promote college-going.

More recently, a 2004 report from The National Commission on Accountability in Higher Education cites Kentucky as an exemplary state that puts accountability "front and center" in communications with policy makers and postsecondary providers. Membership on the Commission includes nationally recognized higher education leaders, including Kentucky Council on Postsecondary Education President Tom Layzell.

The success of Kentucky's postsecondary reform initiative led to an invitation by the National Forum on College Level Learning for the state to pilot a national effort to gather and analyze information on college-level learning. The on-going project aims to inform leaders and policymakers about how effectively each state's college educated residents contribute to state's education capital, as well as how colleges and universities collectively further each state's economic and civic objectives. The project, which began in 2001, now includes five states (Kentucky, Illinois, South Carolina, Nevada, and Oklahoma). Initial findings were included in *Measuring Up 2004: The State-by-State Report Card for Higher Education* published by the National Center for Public Policy and Higher Education.

In 2004, Kentucky was one of eight states invited to participate in a State Higher Education Executive Officers (SHEEO)/Lumina Foundation initiative designed to improve postsecondary education knowledge resources (i.e. data sources, information streams, graphic presentations, text documents, and analytic methods) in all states. A team visited the Council offices in June to document Kentucky's approaches to using knowledge resources that address issues of student preparation and success, higher education costs and finance, and other key policy areas. Based on this research and the experience of states, SHEEO will outline recommendations and a plan of action for improving postsecondary education knowledge resources in all states.

Measuring Up 2004 provides other evidence of the state's progress. Kentucky is one of only four states in the nation that over the past decade improved in four out of five Measuring Up categories: preparation; participation, affordability, completion, and benefits. The other states are Arkansas, Tennessee, and South Dakota. California is the only state that improved in five categories.

An Overview of Progress

The following performance highlights—taken from the Council's accountability system, the NCHEMS report, *Measuring Up 2004*, census data, and other sources—provide a snapshot of Kentucky's recent progress in implementing the reforms set in motion by HB 1.

Question 1: Are more Kentuckians ready for postsecondary education?

Highlights:

- Adult education enrollment has increased 135 percent in four years.
- Kentucky had the highest increase in the nation in the percent of adults with a high school credential from 1990-2000.
- More 8th graders are scoring well on national assessments than a decade ago.
- More high school students are taking the right courses for college; since 1998, the number of dual enrollment courses taken in high school nearly tripled, and the number of AP courses almost doubled.
- Average tuition and fees at Kentucky institutions in 2003-04 were 25 percent below the national average.
- Despite receiving its lowest grade in the "affordability" category (D-) of the *Measuring Up 2004* report, Kentucky ranks as one of the most

affordable states in the nation. No state received an "A" in this category, only one state received a "B," two states received a "C," 11 got a "D" and 36 received an "F."

- The cost of public higher education in Kentucky as a percent of family income is unchanged from a decade ago. This contrasts with the national trend that shows that higher education costs are outpacing family income. The report also shows that the state's investment in need-based financial aid has grown significantly over the past decade (from 20 percent of the federal Pell grant investment ten years ago to 40 percent in 2004).

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Concerns:

- Minority and low-income students are not taking challenging courses in high school or scoring as well on standardized tests.
- Adult education enrollment represents only 12 percent of adults at lowest literacy levels.
- Too many high school graduates entering college are not adequately prepared; 30 percent score 18 or less on the ACT, compared to 26 percent nationally.
- Only 62 percent of 7th – 12th graders are taught by qualified teachers, compared to 81 percent in top-performing states (as reported in *Measuring Up 2004*).
- Compared to top performing states, middle and high school students are performing poorly on national assessments, including the National Assessment of Education Progress, Advanced Placement exams, and the ACT.
- 83 percent of GED examinees report income of less than $10,000 a year.
- Adequate financial aid is not available for part-time students, a barrier for adults in the workforce.

Question 2: Are more students enrolling?

Highlights:

- Since 1998, total enrollment in postsecondary education increased 25 percent.
- Kentucky is one of only eight states that showed improvement in college participation over the past decade. Over the past 10 years, the chance of enrolling in college by age 19 has increased by 11 percent, in contrast to a nationwide decline of 3 percent. For the first time, the

college-going rate of 9th graders exceeds the national average, up from 34 to 38 percent over the last decade.

- Kentucky is closing the college participation gap between white students and minority ethnic groups, and between students from low- and high-income families. Over the past 10 years the percentage of young adults from minority ethnic groups enrolled in college increased from 15 percent to 32 percent of all young adult minorities. During that time the number of young adults from low-income families enrolled in college increased from 16 percent to 30 percent of all young adults from low-income families.
- The percent of GED completers enrolling in college within two years increased from 12 percent in 1998 to 20 percent in 2001.

Concerns:

- The college participation rate of both young and working-age adults is low compared to the top-performing states; minority and low-income students are much less likely to go to college than white, affluent students.
- The proportion of degree-seeking freshmen returning their second year is relatively unchanged over the last six years.
- The number of students transferring from two-year to four-year institutions was lower in 2003 than in 1998.

Question 3: Are more students advancing through the system?

Highlights:

- At the state's public universities, the systemwide six-year graduation rate rose from 36.7 percent in 1998 to 45.3 percent in 2003.
- Kentucky is among the fastest improving states on the proportion of students completing certificates and degrees relative to the number enrolled.
- The proportion of degrees conferred in 2003 to Kentucky resident African Americans was 5.8 percent, up from 4.4 percent in 1995.

Kentucky is among the fastest improving states on the proportion of students completing certificates and degrees relative to the number enrolled.

Concerns:

- For every 100 9th graders, only 15 complete a degree.
- Kentucky's graduation rate remains well below the national rate: 45.3 percent of first-time, full-time college students complete a degree within six years, compared to 54.3 percent nationally.
- Kentucky ranks 47th in the nation in the percent of the adult popula-

tion with a four-year degree or higher.

- More graduate and professional degree production is needed to spur economic development, sustain vital communities, and provide professional services to Kentucky's people.

Question 4: Are we preparing students for life and work?

Highlights:

- Acccording to *Measuring Up 2004*, Kentucky graduates perform well on licensure and teacher certification exams and two-year college students score at or above the national average on Work Keys assessments.
- Results from the 2003 National Survey of Student Engagement show public universities have made progress on measures of undergraduate student experience, especially "enriching educational experience" and "interactions with faculty members."

Federal research and development spending per capita increased 92 percent since 1996.

Concerns:

- *Measuring Up 2004* shows four-year college students score below the national average on assessments of student learning.
- Compared to 2001, the 2003 National Survey of Student Engagement shows a decline in the proportion of college students who vote, volunteer, and give to charity.
- Not enough Kentuckians score well on graduate entrance examinations.

Question 5: Are Kentucky's communities and economy benefiting?

Highlights:

- Federal research and development spending per capita increased 92 percent since 1996.
- The Bucks for Brains program has dedicated $700 million to support research and academic programs at the public universities; the number of endowed chairs is up from 55 in 1997 to 170 in 2003; professorships rose from 53 to 237.
- Since 2001, nearly 128,000 employees upgraded their skills through workforce education funded by Kentucky Adult Education and its partnership with the Workforce Alliance.
- From 1990 to 2000, Kentucky's per capita income increased from 79.3 percent to 81.8 percent of the U.S. average, the 10th highest rate of increase in the nation.

Concerns:

- Kentucky currently ranks 42nd in the nation in the amount of federal research and development dollars generated.
- Kentucky's per capita income is only 81.8 percent of the national average.

Goal 1

A seamless, integrated system of postsecondary education strategically planned and adequately funded to enhance economic development and quality of life.

The Council tracked systemwide progress on a number of indicators in 2003-04 and implemented statewide initiatives relative to the objectives of Goal 1. Activities will be implemented in 2004-05 to address concerns and sustain momentum.

A Seamless, Integrated System

A seamless educational system is one in which students move easily from one educational sector and level to the next. In Kentucky, too many students are lost at key transition points in the education pipeline. Students need to be better prepared for college and the workplace, and Kentucky's educational system needs to be well coordinated so that students learn what they need to know to succeed at the next level. The following indicators reflect progress in accomplishing this goal:

Indicators Related to Seamlessness

- Thirty-seven percent of ninth-graders in Kentucky enrolled in college within four years in 1998, and 38 percent in 2002. Kentucky met its goal to improve on this indicator.
- Twenty percent of 2001 GED graduates enrolled in a Kentucky college or university within two years. The goal was 19.4 percent.
- A student's score on the ACT college entrance examination is a solid indicator of readiness for college work. After holding steady or declining for several years, the average ACT score for Kentucky's high school graduates has risen the last two years to 20.3 in 2004, up from 20.0 in 2002. The national average increased a tenth of a percentage point to 20.9 in 2004. This is significant because the conventional expectation is for

scores to decline as participation broadens to include less-prepared students.

- National studies show that students who complete a rigorous high school curriculum like the ACT core are more successful in college. The percentage of Kentucky test-takers who indicated they were taking the ACT core curriculum increased between 2002 and 2003, from 58 percent to 59 percent.
- In 2000-01, for every 1,000 high school juniors and seniors in Kentucky, 124.8 students enrolled in college-level work. This number rose to 219.5 students in 2001-02 and 377 in 2002-03**.** The bulk of the increase came from dual enrollment, especially at the community and technical colleges. In 2000-01, 4,554 high school students were enrolled in a public postsecondary institution; that number more than doubled in 2001-02 to 11,040. In 2003-04, the number reached 20,158.
- Encouraging more community and technical college students to transfer to a baccalaureate program is essential if the state hopes to reach the national average in the percentage of adults with a bachelor's degree. The number of students transferring from the KCTCS and Lexington Community College to a Kentucky public or independent four-year institution in 2003 rose to 2,951, an increase of 2.6 percent. However, the number of community and technical college transfers remains below 1998 levels. The Council is working with the institutions to increase the number of transfers and to establish aggressive new transfer goals.

Initiatives to Enhance Seamlessness

Improvements in the seamlessness and integration of Kentucky's educational systems are due in part to the postsecondary system's cooperation with early childhood education providers, P-12, and adult education partners to improve students' preparation for college. The following initiatives illustrate the quality of collaborative efforts that occurred in 2003-04, and what is planned to improve the system further.

State P-16 Council

The state P-16 Council was created in 1999 to advise the Kentucky Board of Education and the Council on Postsecondary Education on the preparation and professional development of teachers, the alignment of competency standards, and the elimination of barriers that impede successful transitions from

preschool through college. Early childhood education, P-12, adult education, and postsecondary education are key participants.

In 2002-03, the state P-16 Council participated in several initiatives to facilitate student progress from early childhood education through baccalaureate attainment. The most significant of these were the American Diploma Project (ADP), the implementation of Senate Bill 74 of the 2002 General Assembly (advanced placement and dual credit), and the Kentucky Early Mathematics Testing Program (KEMTP). Moreover, new local P-16 councils were formed throughout the state to ensure policy initiatives are carried out in local districts.

In 2002-03, the state P-16 Council participated in several initiatives to facilitate student progress from early childhood education through baccalaureate attainment.

In February 2004, the American Diploma Project released benchmarks of college- and workplace-readiness in mathematics and English, with workplace tasks and postsecondary assignments illustrating these benchmarks. The Council on Postsecondary Education charged postsecondary institutions to develop a statewide postsecondary placement policy using these nationally researched standards of college-readiness, and Kentucky Adult Education began revising its curriculum to prepare adult learners for postsecondary education and skilled employment. Local councils used the ADP benchmarks to focus alignment discussions among high school teachers and college faculty, and the Northern Kentucky Council of Partners worked with high school English and mathematics teachers and postsecondary faculty to identify the gaps between the standards of the Programs of Studies, the Core Content for Assessment, the postsecondary expectations of the ACT and the postsecondary and workplace expectations of ADP benchmarks. They are developing instructional materials to help teachers meet postsecondary and workplace expectations as well as Kentucky accountability standards.

Throughout the year, the state P-16 Council examined ways to use data as a basis for making policy changes to increase student achievement and college success and to decrease achievement gaps at every level. Kati Haycock, from The Education Trust, and Jo Dell Brasel, from ACT, Inc., were among its guest presenters who used both national and Kentucky data to make the case for a more challenging high school learning experience for all students. The Kentucky Department of Education began its Restructuring High School Initiative and agreed to provide the data analysis for the Council on Postsecondary Education's High School Feedback Report.

The P-16 Council approved a vision and mission statement and began developing performance indicators reflecting both the agenda of its partner agencies and addressing the "seams" between early child care and education, P-12, adult education, postsecondary education, and the skilled workplace. In June 2004, the state P-16 Council elected to expand its membership to include

a broader representation of education and workforce development stakeholders: the Secretary of the Education Cabinet (non-voting), the Commissioner of Technical Education, the Commissioner of Workforce Investment, the CPE Vice President for Adult Education, a business representative and a labor representative (to be designated by the Kentucky Workforce Investment Board), a representative of the local P-16 councils, and the Executive Director of the Kentucky Higher Education Assistance Authority.

Local P-16 councils will continue to receive funding and support from the Council for their ongoing, grassroots work to improve education in the commonwealth's communities.

Advanced Placement

The Council staff is working with the Kentucky Department of Education to increase access to dual credit courses through the Kentucky Virtual High School.

Senate Bill 74 of the 2002 General Assembly directed the Council to develop an administrative regulation by December 31, 2002, that would standardize the college credit awarded for a score of at least "3" on any one of the College Board's advanced placement (AP) examinations. The Act also required the Council to publish, in print and electronic form, the AP scores necessary for credit in specific academic programs at Kentucky public and independent institutions.

The regulation is in place, and the Council staff compiled the AP score information in print form. It is in the process of publishing this information on the Web. The Council staff is working with the Kentucky Department of Education (KDE) to examine ways to increase AP offerings through the Kentucky Virtual High School.

Dual Enrollment/Credit

Senate Bill 74 also requires school councils to make available a core curriculum or advanced placement, international baccalaureate, dual credit, or dual enrollment. The Council staff is working with the Kentucky Department of Education to increase access to dual credit courses through the Kentucky Virtual High School. The Kentucky Higher Education Assistance Authority (KHEAA) has created a scholarship fund to support high school students taking dual credit courses through the Kentucky Virtual High School.

The number of Kentucky high school juniors and seniors taking college-level courses is one indicator of their preparedness for postsecondary education. In addition to advanced placement (AP) courses, the Council encourages

dual enrollment as a way to increase college awareness and aspiration among high school students. Presently, many such dual enrollment opportunities exist throughout the state; in particular, arrangements between KCTCS and area high schools have increased sharply.

Nevertheless, continued impediments to dual enrollment and dual credit include feared loss of annual daily attendance on the part of local school districts, as well as lack of tuition compensation for the postsecondary institutions (unless paid by the student). The Council is working with KDE, the KCTCS, and the four-year institutions to develop a coherent, consistent statewide policy for dual credit. The Council is implementing a study to assess the impact of dual enrollment on Kentucky's high school graduation, college going, persistence, and graduation rates.

Kentucky Early Mathematics Testing Program

The Council provides funding to support the Kentucky Early Mathematics Testing Program (created by SB 77 of the 2000 General Assembly). Administered by Northern Kentucky University with online capacity through the University of Kentucky, the program assesses the degree to which high school sophomores and juniors are prepared for college-level mathematics. By taking the KEMTP, students can identify and rectify weaknesses early enough to avoid developmental courses in college. A 2003 study conducted by the UK College of Mathematics showed a strong correlation between performance on KEMTP and final grades in elementary calculus and college algebra.

KEMTP is receiving national attention. The University of Oklahoma developed an online test modeled after KEMTP, and Eastern Washington University is creating a testing program that students will access through the KEMTP website. Several high schools in Tennessee have administered the test to their students. The online assessment capacity that UK developed for KEMTP contributed to its receiving $22 million from the National Science Foundation for the Appalachian Math and Science Initiative to provide professional development for mathematics and science teachers in Appalachian counties in Kentucky, Tennessee, and West Virginia.

The KEMTP website was completely redesigned in 2001, and a traditional paper-and-pencil version was added in 2003. This method proved especially attractive to teachers as an in-class instructional device. Growing enrollment in the program reflects its popularity and usefulness. Program directors are working with statewide programs such as GEAR UP Kentucky to expand its use in low-income schools. The following chart shows the growth in student and high school participation since 2000-2001.

KEMTP is receiving national attention. The University of Oklahoma developed an online test modeled after KEMTP, and Eastern Washington University is creating a testing program that students will access through the KEMTP website.

	2000-01	2001-02	2002-03	2003-04	4 year increase
Students	3010	8173	8496	9380	212%
High Schools	29	72	70	72	148%

Statewide Transfer Initiatives

Student transfer, especially from two- to four-year colleges, is a vital part of Kentucky's effort to build a seamless postsecondary system and increase the number of Kentuckians holding baccalaureate degrees.

Student transfer, especially from two- to four-year colleges, is a vital part of Kentucky's effort to build a seamless postsecondary system and increase the number of Kentuckians holding baccalaureate degrees. Since the mid-1990s, the Council has supported several statewide policies guaranteeing the transfer of coursework from one public postsecondary institution to another. The General Education Transfer Policy, Associate of Applied Science Transfer Agreement, and 2+2 Agreements facilitate the transfer of credits among institutions. Several statewide activities have been implemented in the past year to improve the effectiveness of statewide transfer policies for Kentucky students.

The Council's Statewide Transfer Committee was formed in November 2003. Comprising representatives from each public and some independent institutions, the committee has taken the lead in improving the existing transfer agreements; developing more flexible, student-oriented transfer frameworks; and implementing a standardized process for certifying and accepting transfer student coursework. The committee revised the 1996 General Education Transfer Policy to provide a more seamless process for student transfer. The policy guides the transfer of general education coursework among Kentucky's public postsecondary institutions. Revisions to the policy include:

- Changes to policy language to assure transfer students are given the same treatment as their native counterparts.
- Revisions to levels of general education certification to improve transferability of coursework at any stage in the student's academic career.
- Implementation of automatic transfer certification for all students and acceptance of certifications documented by the sending institution.

Changes to the policy and the enhanced process of certification are in effect for students transferring in spring 2005.

Access to transfer information is a key component of a successful statewide transfer system. Council staff and Kentucky Community and Technical

College System (KCTCS) representatives have developed TASK (Transfer Assistance for Success in Kentucky), a handbook for community and technical college students that provides detailed information on how to plan and execute a successful transfer. The handbook is currently available online through the CPE website.

In addition to TASK, representatives from participating institutions provided one-on-one training on the Course Applicability System (CAS) to KCTCS faculty and staff throughout the spring 2004 semester. CAS is an online transfer planning tool students can use to view degree programs, enter courses taken at their current institutions, and see how those courses fulfill degree requirements at the other institutions. Using this system, students will be able to plan their academic programs to align with statewide transfer agreements, guaranteeing successful transfer at any stage in their academic careers. The Council continues to work with non-participating institutions to achieve statewide implementation of CAS.

To facilitate degree attainment among AAS completers, the Council required the development of a completer degree on all university campuses.

Access to baccalaureate degree programs is important for all students, including those in traditionally non-transfer degrees, such as the Associate of Applied Science (AAS). To facilitate degree attainment among AAS completers, the Council required the development of a completer degree on all university campuses. The degree allows graduates from any KCTCS associate degree program (including the AA, AS and AAS) to complete the baccalaureate in the normal number of hours required by the institution. The programs allow students additional routes to higher degree completion that do not penalize previous coursework taken in technically-based programs. All institutions are required to provide plans for the development of this degree by May 2005.

In addition to the completer degree, the Council continues to work with KCTCS and universities to develop 2+2 agreements that target students in applied associate programs. Each 2+2 agreement defines the coursework from a particular AAS degree that will transfer into a related baccalaureate program. KCTCS and Kentucky four-year institutions completed a 2+2 agreement for the AAS in Education–Teacher Preparation that allows students to transfer coursework to a four-year teacher preparation program with at least 60 hours of credit. Additionally, the Kentucky Virtual University (KYVU) offers online associate transfer degrees and is increasing the number of online 2+2 transfer frameworks. The programs increase access and ensure maximum transfer.

The Council and institutional representatives are collecting additional information on the issues affecting students' ability to pursue baccalaureate degrees that are not a part of statewide policies, including those related to financial need. Admissions counselors, registrars, academic affairs staff, and financial aid

administrators of each public institution have convened statewide focus groups with the objective of identifying barriers to transfer and strategizing solutions for removing them. The Community and Technical College Student Survey (implementation fall 2004) will supplement the focus group data by providing student-based feedback. Data gathered through each of these activities will be used to inform the "next steps" in transfer planning.

Improving students' understanding of the economic advantages of transfer is another goal of the Council and postsecondary institutions. The Council has distributed transfer brochures and posters to all of Kentucky's public colleges and universities to encourage students to consider transfer options and help them better understand the programs. In addition, the new Go Higher Kentucky website hosts all of the transfer tools available to students and advisors including transfer promotional materials, the TASK handbook, and all transfer policy information.

Improving students' understanding of the economic advantages of transfer is another goal of the Council and institutions.

Over the next year, the Council will continue to work on these projects and pursue a seamless system of transfer for Kentucky's students. The following initiatives will be undertaken in 2004-05:

- Results of the statewide focus groups and the Community and Technical College Student survey will be used to identify additional barriers to transfer and develop statewide strategies for removing them.
- The Community College Feedback report will be provided to each college and university. The Council will facilitate institutional review of the reports and the alignment of two-year and four-year academic programs to improve transfer student success.
- The Council will continue to support the statewide implementation of the Course Applicability System and ongoing training for KCTCS students and faculty.
- The Council will work with institutions in the development of a completer degree on each campus.
- Promotion of transfer opportunities will continue. The Go Higher Kentucky website will serve as the "one-stop-shop" for transfer information for all students.

Seamlessness Policy Group

Three Council policy groups were established to focus on key postsecondary themes: seamlessness, affordability, and workforce/economic development. The Seamlessness Policy Group includes Council members and

other policy makers interested in the development of policies that promote coordination and alignment across educational systems and provide opportunities for life-long learning. Over the past year, the group has focused on improving academic success by addressing barriers to successful transition at all levels of the educational system. The following describes the group's activities over the past year:

- Supporting the revised General Education Transfer Policy including language to improve the process of transfer.
- Monitoring the progress of the Course Applicability System (CAS) and developing strategies for statewide implementation. CAS is an online advising system that provides students with immediate access to course transfer information, thus reducing informational barriers to transfer. Eastern Kentucky University, Morehead State University, Murray State University, and the University of Kentucky currently are using the system. The Seamlessness Policy Group has encouraged all institutions to implement the system and continues to monitor progress toward statewide implementation.
- Sponsoring ongoing assessment of barriers to transfer. Council staff held statewide focus groups to identify transfer barriers and develop strategies to overcome these barriers. In addition, the Community and Technical College Student Survey (implementation fall 2004) will assess students' academic expectations and perceived barriers to baccalaureate degree attainment. The group will use the data collected from these projects to plan additional state-level transfer initiatives.
- Proposing a motion that the Council instruct all Kentucky public universities to submit within the next year a plan for creation of a completer degree. The completer degree allows graduates from any KCTCS associate degree program to complete the baccalaureate degree in the normal number of hours required by the institution. The Council approved the motion at its May 2004 meeting.

CAS is an online advising system that provides students with immediate access to course transfer information, thus reducing informational barriers to transfer. Eastern, Morehead, Murray, and the University of Kentucky currently are using the system.

To further reduce barriers to degree attainment, the Seamlessness Policy Group has begun an investigation of off-site degree program offerings for students with limited access to college and university sites. The group reviewed the availability of these programs and will use this information as well as regional economic and workforce data to inform development of degree programs at extended campuses and through distance education.

In addition to focusing on the issues outlined above, the Seamlessness Policy Group is examining:

- The impact of dual enrollment on postsecondary success for Kentucky students;
- The alignment of high school and adult education curricula with college and workplace expectations;
- Ways to increase postsecondary enrollment, retention, and degree production, including the role of distance learning in that effort;
- Strategies to reduce the achievement gap for low-income and minority college students.

Kentucky institutions are seeing increases in distance education utilization similar to those reported by peer institutions across the United States.

Distance Learning

According to a spring 2003 Distance Learning Advisory Committee (DLAC) report, Kentucky has experienced substantial growth in the use of distance education since the 1997 *Postsecondary Education Improvement Act*. In 1996, Kentucky public postsecondary education institutions had 6,908 distance education enrollments in 420 courses. A total of nine undergraduate and seven graduate programs were delivered primarily using distance-learning technologies. By spring 2003, Kentucky public institutions offered more than 50 distance education programs and 1,809 courses, resulting in 25,337 enrollments.

Students from all 120 Kentucky counties, 37 states, and six foreign countries enrolled in distance education courses offered by Kentucky institutions. The courses were offered using a variety of delivery modes: print, audio, and video (132 courses), interactive television (738 courses), KET telecourses (83 courses), cable (6 courses), and the world-wide Web (850 courses). The report found that the use of distance education is increasing across the country and across the Commonwealth. All nine Kentucky public institutions and six of twenty-one independent institutions used distance education in fall 2002. In spring 2003 4.9 percent of all courses offered by public institutions were offered via distance education. Kentucky institutions are seeing increases in distance education utilization similar to those reported by peer institutions across the United States. The growth has been most dramatic in the online course area, but interactive television delivery has continued to be a strong delivery mode as well.

In addition, for-profit providers expect significant growth in Kentucky distance education enrollments. Capella University currently has 53 Kentucky online students and expects to enroll 350 in a broad range of programs by year 2008. DeVry University currently has 15 online students in Kentucky and is projecting 100 students in their business and information technology pro-

grams within four years. Finally, an increasing number of Kentucky students are enrolling in distance education programs such as those offered via SREB's Electronic Campus and Academic Common Market.

The report identifies several items in need of attention: improvement in data gathering and data collection processes to provide accurate and regular assessment of the quantity and use of distance education; improvement in the quality of student support services provided to those accessing postsecondary education through distance education; and better alignment of distance education offerings with ongoing analyses of critical state workforce needs. The report recommends a comprehensive review of distance education activity on a regular basis and a coherent set of policies that supports the goals of the postsecondary agenda. These recommendations are being implemented through the Distance Learning Advisory Committee.

The Distance Learning Advisory Committee

Created as part of the *Postsecondary Education Improvement Act* of 1997, the Distance Learning Advisory Committee identifies and proposes policy, goals, and actions to improve the operations of the Kentucky Virtual University (KYVU). DLAC voted in October 2003 to explore expanding its role and focus to include advising the Council on all forms of distance education provided by Kentucky's postsecondary education agencies and institutions. To guide DLAC in this deliberation the CPE staff was asked to develop an eLearning Strategic Framework to: 1) establish the vision for distance education methodologies and technologies and the role it should play in meeting institutional and system goals; 2) define the distance education policies, programming, support services, and infrastructure required to realize the eLearning vision of DLAC, and, (3) define the DLAC membership, structure, and relationships that are required to realize the eLearning vision.

The eLearning Strategic Framework

To ensure broad input and comment, an eLearning Steering Team established four workgroups (policy, programs, support services, and infrastructure). More than 70 individuals from Kentucky's postsecondary education institutions and agencies were involved in the process of developing and reviewing this resulting report: *Issues and Opportunity: The Kentucky eLearning Strategic Framework*. The report identifies collaborative opportunities and describes the distance education goals, initiatives, and needs of Kentucky postsecondary educa-

tion institutions and agencies. The report recommends the scope and focus of DLAC be expanded to address the coordination of policies, programs, support services, and infrastructure in support of distance education across all Kentucky postsecondary education institutions. The report also recommends that DLAC provide a forum for, and be an advocate of, distance education in Kentucky postsecondary education. For more information about DLAC and recommended areas of action, please visit www.kyvu.org/kyvu/dlac.asp.

The Kentucky Virtual University and Library

Kentucky was the first state in the country to offer its residents a comprehensive package of online educational resources: a virtual university, a virtual high school and a virtual library.

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The Kentucky Virtual University (KYVU), created with passage of the *Kentucky Postsecondary Education Improvement Act* of 1997, is a student-centered, technology-based system for coordinating the delivery of postsecondary education that meets the needs of citizens and employers across the Commonwealth of Kentucky. The KYVU consists of two major components: 1) a clearinghouse for quality distance learning opportunities provided by existing institutions both within and outside the state, primarily degree and certificate programs; and, 2) a single point of access to statewide student, library and academic support services.

The Kentucky Virtual Adult Education (KYVAE) website plays a pivotal role in expanding access to education and training, and facilitating a seamless transition from high school or GED programs to postsecondary education. The online curriculum allows adult learners to access quality curriculum, resources, and instructional support anytime, anywhere. In three years, KYVAE has revolutionized the way services are delivered to citizens, and thousands more are enrolling online as a result. Adults at lower literacy levels can improve their basic skills, while others can study for a GED or enhance their employability skills. KYVAE was honored with a National Association of State Chief Information Officers (NASCIO) recognition award for innovative use of technology in September 2003.

K-12 students can earn credit and access courses not available in their area through the Kentucky Virtual High School (KVHS), which partners with KYVU and local school districts. The KVHS offers 19 Advanced Placement classes and four years of foreign languages. Although primarily middle and high school students enroll, these courses are available to students in nonpublic schools and home schools as well.

The KYVU also helps high school students prepare for success in college. In 2003, KYVU partnered with the KVHS to develop programs responding to the federal requirements of the *No Child Left Behind Act*. Through this alliance, KYVU provides an online curriculum for K-12 students who may need supplemental educational services. Parents can select a KVHS teacher or a local teacher mentored by KVHS to deliver this curriculum. The KYVU also makes this online curriculum available to school districts that want to incorporate online learning into their established curriculum, GEAR UP Kentucky schools in particular. Currently, 46 K-12 students are being served. Next year, KYVU will align this curriculum to the Kentucky Early Mathematics Testing Program (KEMTP), which will allow students to hone their mathematical skills, identify weaknesses, and access specific modules in the online curriculum to increase their performance.

In addition to enhancing access and contributing to a more seamless educational system, the Kentucky Virtual University fosters efficiency, coordination, and collaboration among the state's postsecondary institutions and other education providers. KYVU has seen unprecedented growth in students served from 235 in the fall 1999 term to over 21,000 in the fall 2003 term. More than half are older than traditional college age; nearly two–thirds are women. Learners come from all 120 counties in Kentucky and include place-bound and time-bound adults; workers in business, industry, and government; P-12 students, teachers, and administrators; and traditional, residential college students. Enrollment in the not-for-credit courses offered within the KYVU infrastructure rose from 1,398 in the fall of 2002 to 10,399 in the fall of 2003, a 644 percent increase.

In addition to enhancing access and contributing to a more seamless educational system, the Kentucky Virtual University fosters efficiency, coordination, and collaboration among the state's postsecondary institutions and other education providers.

The Kentucky Virtual Library (KYVL) expands access to quality library and information resources to assist individuals learning, working, and living in the Commonwealth. The combined purchasing power of the KYVL has saved the Commonwealth an estimated $5 million in acquisition costs. The KYVL illustrates what can be accomplished when diverse constituencies come together for a common good; all public institutional libraries, independent institutional libraries, public libraries, and K-12 libraries agreed to use a common library platform, leverage financial resources to purchase electronic databases, and support a statewide interlibrary loan initiative. Technical assistance and information about the KYVL is provided through a toll-free number staffed by the KYVU call center. KYVL members include 1,271 public K-12 schools, 118 public libraries, 38 postsecondary and special academic institution libraries, Kentucky Adult Education, and more then 20 special and independent K-12 libraries.

For more information about KYVU and its sister organizations, visit www.kyvu.org.

Strategic Planning

In the spring of 2004, the Council began a comprehensive review of Kentucky's strategic agenda for postsecondary education as directed by HB 1. That legislation requires an update of the public agenda (the Council's *2020 Vision: An Agenda for Kentucky's System of Postsecondary Education*) every four years and the strategic implementation plan (the Council's *2001-06 Action Agenda*) every two years.

The Council staff held a series of meetings in April, May, and June with institutional presidents and other campus leaders, executive branch officials, legislative staff, and Council members to seek advice on the design of the planning process. These discussions were focused on defining the objectives, key partners, deliverables, and timelines. The outcomes are summarized below:

Objectives

- Assess the current status of postsecondary education and its contributions to addressing state needs since 1998;
- Establish what postsecondary education needs to do now to improve the standard of living and quality of life of Kentuckians, taking into account new challenges facing the Commonwealth;
- Determine what it will take for the system to perform at expected levels; and
- Set new goals, objectives, and benchmarks for the next four years—both at the state level and for individual institutions.

Key Partners

Policy makers, students and parents, small and large businesses, labor groups, the elementary and secondary community, economic development entities, non-profit and community leaders, faculty and staff of the public and independent colleges and universities, institutional alumni and governing boards, local P-16 councils, and concerned citizens are participating in the process. A series of public forums was held across the state to discuss the needs of Kentucky and what the postsecondary community can do to respond.

Deliverables

At the end of the process, the Council will have completed the following:

- Current Assessment – A comprehensive analysis of the current condition of educational attainment, income levels, and other demographic and economic indices, including trends, forecasts, and national comparisons.
- Enrollment Projection and Impact Analysis – An estimate of what is needed for Kentucky to reach the national average on a variety of indicators by 2020. More specifically, the analysis will address the following questions:
    - How many students will be in the system by 2020 if Kentucky achieves its goal of being at or above the national average in educational attainment?
    - Does Kentucky currently produce enough degrees annually to close the gap by 2020? How many more degrees (by level) need to be produced above and beyond the current level of production? What increases in enrollment, retention, and graduation are needed?
    - If these projections and goals are achieved, what impact will they have on Kentucky's per capita income and tax base?

A series of public forums was held across the state to discuss the needs of Kentucky and what the postsecondary community can do to respond.

- Public Agenda – A publication suitable for multiple audiences, including campus communities, education partners, local community groups, and current and potential employers. The public agenda will focus broadly on the needs of the Commonwealth by describing how Kentucky's postsecondary education system can contribute to the creation of good jobs, the development of a skilled workforce, and the continuing development of an educated, engaged citizenry.
- Action Plans – Documents outlining what the public and independent institutions, the Council, adult education, and KYVU will do to implement the public agenda and further the six goals of HB1.
- Key Indicators of Progress – The key indicators of progress were streamlined in 2003-04 and will be re-evaluated as part of the strategic planning process. The revised key indicators will reflect the objectives identified in the Public Agenda and the projections and goals established through the Enrollment Projection and Impact Analysis.

Timelines

The first phase of strategic planning (April-August 2004) includes the Current Assessment and Enrollment Projection and Impact Analysis.

The second phase of strategic planning (September 2004-March 2005) includes discussions with the public (through a number of regional forums), the analysis of forum results, and drafts of the public agenda, to be approved by the Council in March 2005.

The final phase (February – August 2005) includes discussions with institutional leaders, faculty, and staff, which will set the stage for the development of campus action plans. Parameters also will be developed to guide institutions through a mission review process. Concurrently, the Council and its units (CPE, KYVU, and adult education) will develop action plans.

The process will culminate in the publication of the revised public agenda and institutional and Council action plans for initial distribution at the 2005 Trusteeship Conference.

The public agenda will focus broadly on the needs of the Commonwealth by describing how Kentucky's postsecondary education system can contribute to the creation of good jobs, the development of a skilled workforce, and the continuing development of an educated, engaged citizenry.

Funding Adequacy

This section of the report examines how well Kentucky's postsecondary education system is funded from three perspectives: 1) funding adequacy relative to the achievement of HB 1 goals, 2) the funding adequacy of the system at current enrollment levels relative to how well other states fund their postsecondary education systems, and 3) the adequacy of funding for each institution compared to like institutions across the nation.

Funding House Bill 1 Goals

The first perspective focuses on the cost of increasing Kentucky's educational attainment levels to at least the national average by 2020 to allow Kentucky to successfully compete in the knowledge-based economy. This view supports the assumptions outlined in the postsecondary education reform agenda that the key to economic prosperity, an increased standard of living, and improved quality of life is advanced education.

While institutional operating appropriations represent the base funding needs of the system, there are many other costs associated with having an adequately funded system of postsecondary education. Kentucky is among a handful of states that have invested in a focused way in research, science and technology, adult education, and workforce development. The strategic trust

funds have been the primary mechanism for targeting this investment, even during recent years of fiscal austerity. Over the past three biennia the state has appropriated $350 million for endowments at Kentucky's public universities in support of research and excellence. Dollar-for-dollar institutional matches through private donations bring that total to $700 million. The endowments produce interest earning, which the universities use to support their research agendas. In addition to the trust funds created by HB 1, the legislature has funded other important strategic initiatives such as the adult education and literacy program and the science and technology program.

The Council's budget recommendation for the 2004-06 biennium includes $378 million in state-supported bonds to construct new space and renovate existing facilities. In addition, the Council's budget request includes $10 million (which only covered a small portion of the need) for projected enrollment growth, $73 million in funds for Bucks for Brains and related programs, and additional funds for merit-based and need-based student financial aid programs. Increased competition for state revenues from other important programs, coupled with concerns about the impact of tuition increases on access to educational opportunities, makes the identification of the financial and operational requirements of achieving the goals of HB1 even more of an imperative in the future.

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Funding Research and Development – One of the Council's five questions for measuring progress on postsecondary education reform is Question 5: Are Kentucky's communities and economy benefiting? A key metric the Council monitors is research and development expenditures, as measured by the National Science Foundation.

This metric represents an important policy issue, particularly for the University of Kentucky in its quest to achieve top-20 public research university status and for the University of Louisville in its goal to become a nationally recognized metropolitan research university. According to the most recent data (federal fiscal year 2002) published by the National Science Foundation, the University of Kentucky ranked 36th among all public universities and colleges in total research and development expenditures ($236.3 million), while the University of Louisville ranked 85th ($87 million). To put the UK and UofL research and development numbers in perspective, in that same year the leading University of Kentucky peer benchmark institution in the research and development arena, the University of California at Los Angeles, had research and development expenditures totaling $787.6 million, while the leading University of Louisville peer benchmark institution, the University of California at San Diego, had research and development expenditures totaling $585 million.

Another way to view the UK and UofL numbers is to understand that the *average* total research and development expenditure amount for a top-20 public university or college in federal fiscal year 2002 amounted to about $468 million, while the *average* for a top-100 institution amounted to about $222 million. As these data indicate, while both the University of Kentucky and the University of Louisville have been making substantial progress in enhancing their respective research and development enterprises (see chapters in this report addressing progress made on HB 1 goals 2 and 3), major public research institutions nationally have been doing likewise, many at an accelerated pace. Consequently, a continued state investment in research and development activities and infrastructure will be necessary to achieve HB 1 goals.

Continuing to make progress on research and development-related metrics is vitally important to help advance Kentucky's economy. The R&D work of Kentucky's public four-year institutions, and in particular its two research institutions, is essential to the postsecondary education reform agenda's ultimate goal of improving the lives of Kentuckians. Research and development will help further Kentucky's intellectual enterprise and, in turn, spur the building of business ventures. This enhanced economic activity will result in higher incomes and an improved quality of life for the citizens of the Commonwealth.

According to the most recent data (federal fiscal year 2002) published by the National Science Foundation, UK ranked 36th among all public universities and colleges in total research and development expenditures ($236.3 million) while UofL ranked 85th ($87 million).

Funding Regional Stewardship – Kentucky postsecondary reform has made considerable progress in both enrollment growth and the expansion of research and development. However, a third dimension of postsecondary effort is vitally important to the Commonwealth's economic and social progress but has received far less attention since the passage of HB 1. Referred to as "regional stewardship," this involves postsecondary institutions working with their regions and local communities on such challenges as strengthening economic development, improving P-12 education, supporting local government effectiveness, improving healthcare access, and strengthening the non-profit sector.

While Kentucky provides resource streams that support both instruction and research, little is provided to support this third dimension of postsecondary effort, which regions and communities indicate is vitally important. Clients for these services often include school districts, small businesses, local governments, and non-profits, most of which cannot afford to pay full cost. The result is that colleges and universities either do not provide the services or they absorb the lion's share of the cost.

The Council has proposed a Regional Stewardship initiative as a method of funding projects and services that are important to regional economic and

social progress, build on postsecondary expertise, and involve a strong community partnership. It requires institutions to be accountable for the use of these funds and to document their impact on the challenges they address. This Regional Stewardship initiative, believed to be the first of its kind in the nation, is intended to harness the full capacity of our colleges and universities to drive the future of the Commonwealth, not only through enrollment growth and high impact research, but also the application of professional expertise to the needs of regions and communities.

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State Level Comparisons

State Appropriations – This section refers to commonly used measurements to compare Kentucky's fiscal or tax effort with that of other states. Differing budgetary structures limit the comparability of the data. This issue will be addressed later in this report. Tax effort is defined as the extent to which a government uses its fiscal or tax capacity to support postsecondary education. *Grapevine*, a well-known higher education funding analysis report published by Illinois State University, provides one national indicator. *Grapevine* reports data on the total effort for higher education, including state appropriations for universities, colleges, and community colleges in each state, as well as state higher education agencies.

One of the key data elements of *Grapevine* is the ranking of states on appropriations of state and local tax funds for operating expenses of higher education. These Grapevine data are important indicators of "ability to pay" and reflect policy priorities in the various states' budget processes. Per capita personal income, perhaps the broadest measure of states' economic well being, is an extremely significant metric when analyzing state fiscal policies.

For fiscal year 2002, *Grapevine* reported the following data for Kentucky compared to national averages and other states. Since last year's report, there is no new data on this metric.

Rankings of States on Appropriations of State and Local Tax Funds for Operating Expenses of Higher Education per $1,000 of Personal Income and Per Capita, FY 2002

	Per $1,000 of Income	Rank Among the States	Per Capita	Rank Among the States
Kentucky	$10.65	10	$266.75	16
National Median	$8.51		$246.77	

The following list represents the states that ranked above Kentucky when comparing state and local appropriations for operating expenses of higher education per capita:

1. Wyoming	$383	9. Iowa	296
2. New Mexico	364	10. Wisconsin	288
3. Nebraska	336	11. Hawaii	285
4. California	328	12. Mississippi	282
5. Alaska	322	13. Illinois	280
6. Kansas	320	14. Minnesota	278
7. North Dakota	317	15. Utah	268
8. North Carolina	313	16. Kentucky	266

The following list represents the states that ranked above Kentucky when comparing state and local appropriations for operating expenses of higher education per $1,000 of personal income:

1. New Mexico	$15.78
2. Wyoming	13.39
3. Mississippi	13.10
4. North Dakota	12.11
5. Utah	11.60
6. North Carolina	11.32
7. Nebraska	11.25
8. Kansas	11.07
9. Iowa	10.90
10. Kentucky	10.65

As previously indicated, these rankings demonstrate that Kentucky has made an above-average effort to provide operating funds to its postsecondary education system despite being a relatively poor, relatively small state.

Kentucky's per capita personal income currently stands at about 84 percent of the national average, ranking 41st per updated 2003 data. In terms of population growth, Kentucky grew by only .6 of a percent during the 1980s. Even though in the decade of the 1990s Kentucky's population grew more rapidly (approximately 9 percent), it still trailed the national growth rate. According to the 2000 Census, Kentucky ranked 25th in total population.

Since last year's report, the State Higher Education Executive Officers (SHEEO) organization published a higher education finance report, *State Higher Education Finance 2003*. Among many other financial issues addressed in the report are a number of new data on interstate comparisons of public postsecondary education systems, focusing on state appropriations on a per full time equivalent (FTE) student basis. Of particular interest, this report high-

lights total educational funding changes on a per FTE basis, by state, over the period FY 1991-2003. During this time, Kentucky increased its total postsecondary education funding by $1,861 per FTE, the fourth highest nominal dollar change in the nation.

It should be noted that differing budgetary structures among the various states raise some questions about both the *Grapevine* and the SHEEO interstate funding comparisons. For example, state appropriations for new economy programs, adult education, and technical colleges are not necessarily counted as postsecondary education appropriations in other states, while they are part of postsecondary education appropriations in Kentucky. These structural differences in reporting postsecondary education data may distort the relative rankings of the states. Also, the time period focused on in the SHEEO document coincided with major growth in Kentucky's postsecondary education state appropriations resulting from two key state-specific events: 1) the restoration of Kentucky's significant higher education state budget cuts from the early 1990s, and 2) investments related to the Commonwealth's financial commitments to postsecondary education under the *Postsecondary Education Improvement Act* of 1997, including significant increased funding for student financial aid programs. In addition, the time period covered by the report does not include planned fiscal year 2004 and 2005 postsecondary education budget cuts totaling approximately $64 million. The Grapevine and SHEEO data reflect above average effort by Kentucky to provide operating funds to its postsecondary education system. The results achieved from these investments have been impressive. Thanks to these investments, Kentucky postsecondary education has come a long way, but it has a long way to go to achieve the goals of HB1. The challenge facing us now is sustaining and building upon the momentum that has been established.

College Affordability

Another feature of state level comparisons is the affordability issue, i.e., how affordable postsecondary education is for Kentucky's students and their families. The National Center for Public Policy and Higher Education's *Measuring Up 2004* report uses six indicators to grade the 50 states on affordability. The indicators are ability to pay (three indicators), state need-based aid, low-priced colleges, and student debt. Despite Kentucky receiving its lowest overall grade (D) in affordability, only three states received higher letter grades: California (B), Minnesota (C), and Utah (C). No state received an A, and thirty-six states received an F.

Within the affordability category, Kentucky performed particularly well on *Measuring Up's* "ability to pay" indicators. *Measuring Up* defines ability to pay as the share of family income needed to pay for tuition, fees, room and board, and other college expenses, minus student financial aid.

Percent of Income (Average of All Income Groups) Needed to Pay for College Expenses Minus Financial Aid

Family Ability to Pay	KY 1994	KY 2004
At Community Colleges	21%	21%
At Public Four-Year Colleges/Universities	22%	22%

Kentucky students, on average, have relatively low student borrowing amounts. There are only seven states (North Dakota, Mississippi, Iowa, South Dakota, Wyoming, Michigan, and New Mexico) where students borrow less.

As noted in the chart, the percent of family income required to finance college in Kentucky, at both the two-year and four-year levels, remained unchanged over the past ten years. Another indicator of affordability is student borrowing. Again, according to the *Measuring Up 2004* report, Kentucky students, on average, have relatively low student borrowing amounts. There are only seven states (North Dakota, Mississippi, Iowa, South Dakota, Wyoming, Michigan, and New Mexico) where students borrow less.

In contrast, while Kentucky's performance on the state need-based indicator has improved significantly over the decade, it continues to lag behind the performance of top states. In Kentucky, the financial aid low-income students receive from the state is 40 percent of the federal Pell grant aid. However, in *Measuring Up's* top states students receive more need-based aid from state sources than federal resources.

It should be noted that most of the data reported in *Measuring Up 2004* are from 2003, the most current information available that allows for state-by-state comparisons. *Losing Ground*, a report published in 2002 by the National Center on Public Policy and Higher Education, indicates that in recent years families across the nation continue to find college less affordable as tuition rates increase and financial aid programs lose their buying power.

The Council has established several policy groups to provide a more thorough analysis of important issues related to postsecondary education reform in Kentucky and to make policy recommendations regarding these issues. One of these groups is the Affordability Policy Group, which convened November 2003. The work of this policy group addresses issues such as tuition policy, financial aid policy, and access for Kentucky's students. This will span the 2004-06 biennium and will help to guide the development of the Council's 2006-08 biennial budget recommendation for the postsecondary education system.

Institutional Comparisons

During FY 2004, the Council staff initiated a comprehensive review of its funding model. This process commenced May 2004, based on specific principles (inclusivity and objectivity, simplicity, temporary until final, benchmarks review, and mission) and objectives (policy coordination, adequacy and equity, and accountability) adopted by the Council in July 2004.

This comprehensive funding review process has included the institutional chief budget officers, the presidents of the institutions, staff of the Office of State Budget Director, staff of the Education Cabinet, staff of the Legislative Research Commission, and Council staff. In addition, five workgroups have been established to facilitate the review process: 1) base funding model, 2) performance/accountability, 3) funding distribution methodology, 4) capital, and 5) trust funds.

As a result of the efforts of these work groups and other stakeholders, the Council staff will be able to present recommendations for changes to the current benchmark funding model during calendar year 2005. These recommendations will address five major issue categories: 1) benchmark selection, 2) tuition deduction, 3) performance funding, 4) capital construction projects, and 5) funding distribution methodology. Given the nature of this work in progress, it will not be clear until later in calendar year 2005 what institutional funding gaps may exist as a result of the new benchmark funding model. As a point of reference, for the 2002-04 biennium Kentucky's aggregate institutional funding gap, based on previous institutional benchmarks, was $146 million while for the 2004-06 biennium that gap grew to $315 million.

The analysis, which resulted in the $315 million funding gap, differs from the SHEEO funding analysis in the following four ways: 1) the benchmark model considers only public funds available to each university as operating funding (the SHEEO report considers all educational funding including statewide financial aid, trust funds, and other educational agencies); 2) the comparison in the benchmark model is to a small number of selected institutions and not statewide averages; 3) the benchmark model does not adjust for cost of living since statewide averages do not accurately account for particular institutional economies; and 4) the standard tuition deduction in the benchmark models estimates tuition and fee dollars differently.

Losing Ground*, a report published by the National Center on Public Policy and Higher Education, indicates that in recent years families across the nation continue to find college less affordable as tuition rates increase and financial aid programs lose their buying power.*

The Other Major Revenue Source: Tuition and Fees

Any discussion of funding adequacy for institutions needs to address the

matter of what Kentucky's students pay. As the table below indicates, the relative share of the public funds revenue to educate students has increasingly tilted toward tuition revenue and away from state General Fund appropriations. Tuition's share of total public funds has increased from less than 31 percent in FY 1999 to close to 42 percent in FY 2004.

	1999				2004			
Institution	Tuition/Fees Revenue	State Appropriation	Total Public Funds	Percent Tuition/Fees of Public Funds Total	Tuition/Fees Revenue	State Appropriation	Total Public Funds	Percent Tuition/Fees of Public Funds Total
EKU	$35,791,900	$63,791,500	$99,583,400	35.94%	$48,583,600	$71,448,100	$120,031,700	40.48%
KCTCS	51,589,900	158,683,900	210,273,803	24.53%	97,078,200	184,747,600	281,825,800	34.45%
KSU	6,423,900	20,364,100	26,788,000	23.98%	11,425,900	22,286,600	33,712,500	33.89%
MoSU	21,102,600	38,812,500	59,915,100	35.22%	31,880,900	41,599,300	73,480,200	46.98%
MuSU	26,014,000	46,753,300	72,767,300	35.75%	44,454,000	50,179,100	94,633,100	42.74%
NKU	35,481,000	34,642,000	70,123,000	50.60%	64,969,600	45,127,300	110,096,900	59.01%
UK	99,937,000	279,569,000	379,506,000	26.30%	142,305,700	293,541,000	435,846,700	32.65%
LCC	9,773,200	6,955,800	16,729,000	58.40%	14,950,500	9,054,500	24,005,000	62.28%
UofL	67,009,000	160,345,000	227,354,000	29.47%	105,036,400	171,859,400	276,895,800	37.93%
WKU	36,066,600	58,072,500	94,139,100	38.31%	64,444,000	68,811,500	133,255,500	48.36%
TOTAL	$389,189,100	$867,989,600	$1,257,178,703	30.96%	$625,128,800	958,654,400	$1,583,783,200	41.90%

Looked at another way, over the five-year period from FY 1999 through FY 2004, while state appropriations increased by about 10 percent, tuition and fees revenue increased by about 60 percent. It should also be noted that enrollments at the institutions have grown significantly since the reform efforts began. Therefore, general fund appropriations per FTE student declined by 8.3 percent from 1999 to 2004. Overall, total public funds (general funds plus tuition revenue) increased by only 4.5 percent per FTE student during this same period.

Kentucky Public Postsecondary Education Institutions
FY 1999-2004

Revenue – Total	1999	2004	Percent Change
Tuition and Fee Revenue	$389,189,100	$625,128,800	60.1%
State Appropriations Revenue	$867,989,600	$958,654,400	10.4

Revenue –Total Per FTE Student	1999	2004	Percent Change
Tuition and Fees	$3,217	$4,288	33.3%
State Appropriations Revenue	$7,175	$6,576	-8.3%
Total Public Funds	$10,392	$10,864	4.5%

For decades, it has been state policy to finance postsecondary education opportunities primarily through common tax support at or above average tax effort to maintain low student tuition. Thus, as indicated by these data, Kentucky ranks comparatively high in tax effort. By contrast, Kentucky is widely acknowledged to rank relatively low in average tuition and fees charged to the student. In this respect, Kentucky's fiscal structure for financing postsecondary education is similar, for example, to the states of North Carolina and California. Despite the success of this long-standing postsecondary education fiscal policy, a major shift has taken place in the last few years, essentially substituting revenues traditionally generated through common tax support for revenues generated from students. If this trend continues for any length of time, it will negatively impact both access to educational opportunities and progress toward the achievement of HB1 goals.

Next Steps

In 1998, the Council asked the RAND Corporation to conduct an analysis of Kentucky's postsecondary education enrollments to determine how many additional students the Commonwealth needed to enroll by the year 2020 to be above the national average in educational attainment and college-going. The result of that study indicated that Kentucky's 1998 total undergraduate enrollment number, about 160,000 students, would need to increase by about 50 percent, to 240,000, or an additional 80,000 undergraduates. Given Kentucky's success in enrolling more students during the first six years of reform, the Council revised its enrollment goals in 2001, projecting that the system would reach the goal of 80,000 additional students by 2015 instead of 2020.

Currently the Council is updating that analysis and expanding its scope to address the following questions:

1. How many more degree holders in Kentucky's adult population will be needed to be at the national average in educational attainment by 2020? What increases in enrollment, retention, and graduation rates will be required to reach this goal?
2. If these goals are achieved, what impact will they have on Kentucky's personal income and state tax revenue?
3. What additional investments in the postsecondary system will be required to implement these and other reform goals, including affordability, research, and technology transfer?

Enhanced Economic Development and Quality of Life

Increasing the educational attainment of Kentucky's workforce is vital to the state's future economic development and the ability to compete successfully in the knowledge economy. Colleges and universities play an important role in training the current and future workforce and building and sustaining research and development capacity. As ideas generated from university research are commercialized, Kentucky will require a highly motivated, well-educated workforce. Kentucky also needs to create a thriving, entrepreneurial climate.

Indicators Related to Economic Development

As ideas generated from university research are commercialized, Kentucky will require a highly motivated, well-educated workforce. Kentucky also needs to create a thriving, entrepreneurial climate.

- Data released by the National Science Foundation in July 2004 show that combined extramural research and development expenditures at UK and UofL rose from $220 million in 2002 to $250 million in 2003, exceeding the goal of $230 million. The goal is to reach $1 billion in combined expenditures by 2020.
- Federal research and development expenditures for UK and UofL rose from $139 million in 2002 to $160 million in 2003, exceeding the goal of $143 million.
- As part of its strategic plan for a knowledge economy, the Kentucky Innovation Commission has identified five research priority areas:
    - Human Health and Development
    - Biosciences
    - Materials Science and Advanced Manufacturing
    - Information Technologies and Communications
    - Environmental and Energy Technologies

In 2003-04, endowments in these research priority areas rose to $399 million.

Initiatives to Enhance Economic Development

"Bucks for Brains" Endowment Match Program

The Endowment Match Program matches state dollars with private donations to encourage research at UK and UofL and to strengthen key programs at Kentucky's comprehensive universities. All funds, both public and private, must be endowed, which provides a perpetual source of funding for

research-related activities. Interest revenue on endowment proceeds can be used for endowed chairs, professorships, research scholars, research staff, fellowships, scholarships, research infrastructure, and mission support at the public universities.

The General Assembly has appropriated a total of $350 million to this endowment program over the past six years. Of that amount, $300 million was allocated to the two research universities, and $50 million was allocated to the six comprehensive institutions. There have been three rounds of funding for the program: $110 million in 1998-2000, $120 million in 2000-02, and $120 million in 2002-04. Once the institutions have fully matched their 2002-04 allocations, a total of $700 million will be dedicated to the endowments of Kentucky's public universities.

During 2003-04, Kentucky's public universities added $49.8 million in cash gifts and state funds to their endowments through the Endowment Match Program. These funds supported the creation of nine new endowed chairs and 25 new endowed professorships during the fiscal year, as well as multiple fellowships, scholarships, and mission support programs. Overall, between 1997 and 2004, the number of endowed chairs at all institutions increased from 55 to 187 (240 percent), and the number of endowed professorships increased from 53 to 261 (393 percent).

Bucks for Brains has helped public universities attract quality researchers dedicated to advancing knowledge, developing products, building businesses, and improving the health and well-being of Kentucky's citizens. The program also has aided universities' efforts to attract federal research dollars to Kentucky. Between 1997 and 2002, federal research and development expenditures at Kentucky's research institutions increased from $75.6 million to $139.4 million, or by 84.4 percent. Over that same period, extramural research and development expenditures increased from $105.2 million to 220.4 million, or by 109.5 percent.

A fourth round of Bucks for Brains was requested for 2004-06 totaling $61 million—$50 million to be divided between UK (2/3) and UofL (1/3), $10 million among the comprehensive universities, and $1 million for KCTCS. The Council also requested $217.9 million in construction to support Bucks for Brains faculty and other research programs.

Overall, between 1997 and 2004, the number of endowed chairs at all institutions increased from 55 to 187 (240 percent), and the number of endowed professorships increased from 53 to 261 (393 percent).

HB 572 Knowledge Economy Programs

The *Kentucky Innovation Act* (KIA) was created by the 2000 General Assembly through HB 572 to provide a knowledge economy blueprint for Kentucky,

with four new programs administered by the Council. The Council has entered into annual contracts since 2001 with the Commonwealth through the Kentucky Science Technology Corporation (KSTC) to create, manage, and develop various KIA programs. The legislation created research and development support programs and provided the necessary fiscal stimulus to create, attract, incubate, and grow high-tech and biotech firms in Kentucky. These programs, combined with two already in existence, provide Kentucky's knowledge economy infrastructure.

The Commercialization Investment Funds (CIF) are a series of pre-seed and seed stage capital funds aimed at promoting and developing early stage technology companies in Kentucky. There are four funds within CIF:

- The Research and Development Voucher program is a $3 million per year investment fund that enables small and medium-sized Kentucky-based firms to undertake research and development partnerships with Kentucky universities. Twenty-seven companies have received $3.7 million since the program began.
- Regional Technology Corporations (RTC) was designed to support clusters of knowledge-based businesses, primarily in rural areas of Kentucky. In 2002, the RTCs were recreated as satellites to innovation and commercialization centers, renamed ICCs, and managed by the Office for the New Economy. Since 2002, this early concept pool has eight investments totaling nearly $200,000.
- The Rural Innovation program is a $1 million annual investment fund that assists small, rural, Kentucky-based firms to undertake research and development. Funds must be used in partnership with a university or an appropriate third party. One hundred twelve Kentuckians have received more than $1.5 million in rural investment funds since the program began.
- The Commercialization Fund manages $750,000 per year that can be invested in university faculty to translate their research into marketable products. Since 2002, 17 faculty have received over $1 million for intellectual property commercialization.

The Kentucky Innovation Act *(KIA) created research and development support programs and provided the necessary fiscal stimulus to create, attract, incubate, and grow high-tech and biotech firms in Kentucky.*

The General Assembly directed the Kentucky Science and Technology Corporation (KSTC) to create and manage the Kentucky Science and Engineering Foundation (KSEF) as a means to increase Kentucky's capacity to become a lead state in competitive research. KSEF invests in peer-reviewed science and engineering research and attracts more research funding from all sources to the Commonwealth. Also, it builds research and development excellence in the

Commonwealth, particularly in Kentucky's priority research areas. KSEF has made 137 awards totaling over $5.9 million.

The mission of Kentucky EPSCoR Program is to enhance the research and intellectual capacity of universities and colleges to enable Kentucky to excel in federal R&D funding competitiveness. EPSCoR was created in 1978 in response to congressional concern over the inability of some states to compete for federal research and development grants and contracts. Kentucky began participating in the program in 1986. Since that time, scientists and engineers at the universities have received awards from all major federal agencies with EPSCoR programs. Since 2002, Kentucky EPSCoR has funded 266 research projects and infrastructure grants totaling $9.7 million, and it has brought in $51.4 million non-state matching funds.

Consistent with the priority focus areas established by the state, KSTC has invested funds under the Commercialization Investment Funds and the Kentucky Science and Engineering Foundation (KSEF) exclusively in the areas of biosciences, environmental and energy technologies, human health and development, information technologies and communications, and materials science and advanced manufacturing. A searchable database of all awards by university, by region, and by funding program is available online at www.kstc.com. Cumulatively there have been 557 investments in the knowledge-based economy totaling $22.2 million, and leveraging $60 million in non-state investments.

Since 2002, Kentucky EPSCoR has funded 266 research projects and infrastructure grants totaling $9.7 million, and it has brought in $51.4 million non-state matching funds.

Workforce/Economic Development Policy Group

The Council established the Workforce/Economic Development Policy Group in November 2003 to examine key issues including:

- Areas of knowledge and competency needed to compete in the current and emerging workplace;
- Policies and strategies necessary to attract students into high demand jobs, anticipate and respond to changing educational demands, prepare workers in the state's shortage areas, provide educated Kentuckians for the workforce, and support Kentuckians who create their own businesses;
- Partners' roles and responsibilities in providing educational opportunities to workers;
- Goals and performance indicators appropriate for partners to ensure a high-performance, high-quality workforce and education system;
- Enhanced economic and educational effectiveness of Bucks for Brains and its links to research and development and commercialization programs and funding;
- Labor market projections.

The Policy Group has worked with Dr. Paul Coomes and Ron Crouch from the University of Louisville to gather and analyze data labor market trend data and evaluate whether Kentucky is producing enough certifications and degrees in high demand areas such as engineering, health care occupations, and teaching. The Policy Group also is reviewing population migration data, which reveals that Kentucky in recent years has experienced a net gain in under-educated citizens (a high school degree or less) and a net loss of young adults with a bachelor's degree or higher. The Policy Group is evaluating a number of strategies to address these issues including strengthening postsecondary/workforce partnerships; supporting entrepreneurial ventures and commercialization of research; renewing state support for university-based research activities; and targeting efforts to encourage students to pursue degrees in high demand/high priority areas.

Goal 2

A major comprehensive research institution ranked nationally in the top twenty public universities in the University of Kentucky.

To compete with the nation's top comprehensive research institutions, the University of Kentucky must enroll and graduate more students and increase its research productivity. The following summarizes UK's performance on the Council key indicators in 2003-04. The Council, in consultation with the institution, established goals for these indicators. This section includes information on Lexington Community College.

CPE Key Indicators of Progress

UK met its performance goals for:

- Undergraduate enrollment, which increased from 17,878 in 2002 to 18,190 in 2003.
- Graduate and first-professional enrollment, which increased from 7,155 in 2002 to 7,289 in 2003.
- The six-year graduation rate of bachelor's degree students, which increased from 57.8 percent in 2002 to 61.1 percent in 2003.
- Several benchmarks in the 2003 National Survey of Student Engagement (which assesses undergraduate student experience): First-year students scored UK higher than predicted on *level of academic challenge, student interactions with faculty members,* and *supportive campus environment*. Seniors scored UK higher than predicted on all five benchmarks: *level of academic challenge, student interactions with faculty members, supportive campus environment, active and collaborative learning,* and *enriching educational experiences.*
- Extramural research and development expenditures, as reported to the National Science Foundation (NSF), which rose from $162 million in 2002 to $187 million in 2003.
- Federal research and development expenditures, as reported to the NSF, which rose from $100 million in 2002 to $120 million in 2003.

UK did not meet its performance goals for:

- The retention rate of first-time freshmen, which decreased from 88.2 percent in 2002 to 86.4 percent in 2003.
- The number of community and technical college transfers to UK, which decreased from 700 in 2002 to 648 in 2003.
- Two benchmarks in the 2003 National Survey of Student Engagement: first-year students scored UK lower than predicted on *active and collaborative learning* and *enriching educational experiences*.

The 2003 National Survey of Student Engagement also revealed:

- 15 percent of first-year students and 35 percent of seniors participated in a community-based project as part of a regular course, compared with 16 percent of first-year students and 33 percent of seniors in 2001.
- 29 percent of first-year students and 39 percent of seniors participated in volunteer work outside of class, compared with 48 percent of both first-year and senior students in 2001.
- 27 percent of first-year students and 32 percent of seniors reported that their college experience contributed to knowledge, skills, and personal development in contributing to the welfare of their communities, compared with 20 percent of first-year students and 33 percent of seniors in 2001.
- 16 percent of first-year students and 22 percent of seniors reported that their experiences at UK contributed to the development of their voting behavior, compared with 18 percent of first-year and 22 percent of seniors in 2001.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2002-03, UK showed continuous progress on six of eight objectives, qualifying for automatic eligibility status (UK was automatically eligible to add new degree programs in 2004). Performance for 2003-04 will not be available until January 2005.

Lexington Community College

Legislation passed in the 2004 session of the Kentucky General Assembly transferred (LCC) governance and oversight to the Kentucky Community and Technical College System. In subsequent Postsecondary Accountability Re-

ports, LCC will be included under Goal 4 with other KCTCS institutions.

LCC met its performance goals for:

- Undergraduate enrollment, which increased from 8,270 in 2002 to 8,672 in 2003.
- The number of students who transferred to a Kentucky four-year institution from LCC, which increased from 658 in 2002 to 709 in 2003.

LCC did not meet its performance goal for:

- The retention rate of first-time freshmen, which decreased from 63.2 percent in 2002 to 60.9 percent in 2003.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2002-03, LCC showed continuous progress on three of four objectives, qualifying for automatic eligibility status (LCC was automatically eligible to add new degree programs in 2004). Performance for 2003-04 will not be available until January 2005.

Progress Toward National Prominence

UK uses several additional internal indicators and rankings that reflect progress toward becoming a top-twenty, public research university. In 2001-02, President Lee T. Todd, Jr. appointed the Top-20 Task Force to identify the characteristics of a top-ranked public research institution and the indicators by which those characteristics could be measured. The work of the task force culminated in six essential characteristics, which formed the basis for a new strategic plan - *The Dream & the Challenge* - approved by the board of trustees in June 2003. Six major goals align with the characteristics essential to success:

1. Reach for national prominence
2. Attract and graduate outstanding students
3. Attract, develop, and retain a distinguished faculty
4. Discover, share, and apply new knowledge
5. Nurture diversity of thought, culture, gender, and ethnicity
6. Elevate the quality of life for Kentuckians

Performance measures have been established to assess UK's progress toward each of these six goals. Several measures represent information that has been used since HB 1 passed in 1997; moreover, these measures figure prominently in national rankings published by *TheCenter* and the National Science Foundation (NSF).

TheCenter Rankings

TheCenter is a research enterprise established by the University of Florida to assess and guide the improvement of university performance. In its annual report, the top American research universities are ranked across nine standard measures.

Although the 2004 report by *TheCenter* is not yet available, the table below depicts the rankings for the last four reports. UK has made good progress in the 2003 report in federal research, endowment assets, doctorates awarded, and post-doctoral appointees, compared to the 2000 rankings. Rankings on four measures, including total research, faculty awards, annual giving, and national academy members, have declined slightly since 2000. UK remained in the top 35 public institutions on three measures and in the top 50 institutions on seven of the nine measures.

University of Kentucky Ranking Among Public Institutions as Reported by *TheCenter*
By Year and Measure

	1	2	3	4	5	6	7	8	9
	Total Research	Federal Research	Endowment Assets	Annual Giving	National Academy Members	Faculty Awards	Doctorates Awarded	Post-doctoral Appointees	SAT Scores
2000 Report	30	47	38	39	56	30	47	38	72
2001 Report	30	47	39	51	58	29	40	41	75
2002 Report	29	46	32	45	57	37	49	34	73
2003 Report	32	43	35	46	64	36	44	31	72

Note: A smaller number indicates a higher ranking

NSF Research and Development Expenditures Survey

To fulfill its research mission, UK is focusing resources on building a distinguished research faculty and recruiting high-quality graduate students. Over the past few years, UK has made significant progress in research productivity. As reported to NSF, total research and development expenditures in science and engineering fields at UK increased from $161 million in fiscal year 1998 to $272 million in fiscal year 2003, a 69 percent increase. With this increase, UK is ranked 36th among public institutions in total research and development expenditures, compared to a ranking of 46th in 1996-97 before the passage of HB 1.

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Other State and National Accomplishments

The following accomplishments further document UK's growing national reputation:

- In 2001-02, UK was selected as one of only five comprehensive research universities in the nation entitled to award Beckman Foundation undergraduate research scholarships totaling $105,000 over a three-year period. The final year is 2004-05, and UK has been invited to apply for another three-year award. Students who receive Beckman awards conduct undergraduate research work in chemistry, biochemistry, and biological and medical sciences with top UK faculty members in each of these disciplines serving as mentors.
- A UK student design team in the College of Agriculture's Department of Biosystems and Agricultural Engineering earned third place in the International Quarter Scale Tractor competition in Moline, Illinois. The team designed and built the powerful tractor used in the competition.
- A UK trumpet quintet won a national competition in March 2004 against 20 other schools, which included ensembles from the Julliard School of Music, UCLA, and the Cincinnati Conservatory.
- Two UK undergraduates who earned their bachelor's degrees in May 2004 received National Science Foundation grants to pursue graduate studies. Beginning in fall 2004 one will pursue a doctorate in physics at Yale and one will study computer science at the University of Pennsylvania.
- In 2003-04, UK ranked 21st among public institutions in the number of National Merit Scholars enrolled in the first-year class.
- Based on a study presented in the July 2003 issue of *Contemporary Educational Psychology,* UK ranked 19th among 342 national and international

institutions for research productivity in educational psychology. This ranking represents an improvement over a similar productivity study that ranked UK 23rd in 1996.

Strategic Plan Progress

All units are now engaged in evaluating the first year of progress on their strategic plans, developed to align with the goals, objectives, and key indicators of *The Dream & the Challenge.* Efforts also are underway to identify the amount and source of funding necessary to achieve the vision articulated in the strategic plan and envisioned by HB 1.

The first year of implementation of *The Dream & the Challenge* resulted in several significant achievements. The University of Kentucky met or exceeded five key indicators of success:

Patent applications increased to 35, greatly exceeding a targeted increase of 10 percent or 23 per year.

1. At 61.1 percent UK exceeded its 60 percent target for the six-year graduation rate.
2. UK seniors exceeded predicted scores on all scales of the National Survey of Student Engagement (NSSE), which include *level of academic challenge*, *active and collaborative learning, student-faculty interactions, enriching educational experiences,* and *supportive campus environment.*
3. Post-doctoral enrollment of 284 in fall 2003 exceeded the target of 275.
4. Patent applications increased to 35, greatly exceeding a targeted increase of 10 percent or 23 per year.
5. Start-up companies for 2003-04 totaled five, which also exceeded a target of two per year. The start-up companies include Artemetrx, LLC (health care software), Naprogenix, Inc. (pharmacological screening), Sentechbiomed, Inc. (sensor technologies), Mersive Technologies, LLC (self-calibrating rendering and display systems), and Allylix, Inc. (uses of plant-derived enzymes).

The work of the *Committee on Academic Priorities,* comprised of university faculty, continued in 2003-04. The purpose of the committee is threefold: 1) to evaluate progress made with the future investments, 2) to consider new opportunities that the faculty regards as priorities, and 3) to pursue a course that will continue to move UK toward national prominence. Evaluation and consideration of potential research priorities, as conducted by the Futures Task Force, are now ongoing activities designed to ensure that UK remains on the path toward national prominence.

Research Challenge Trust Fund Programs

HB 1 created the Research Challenge Trust Fund to support nationally recognized research programs at UK and UofL. Sponsored research awards in 11 RCTF-supported programs at UK have grown from a total of $38.6 million in 1997 to $77.2 million in 2004, representing a 100 percent increase and a significant return on the initial $8 million investment in these programs ($4 million RCTF and $4 million institutional match). A comprehensive annual report on UK's RCTF programs for 2003-04 is available at the Council. Highlights of the report include:

Sponsored research awards in 11 RCTF-supported programs at UK have grown from a total of $38.6 million in 1997 to $77.2 million in 2004, representing a 100 percent increase and a significant return on the initial $8 million investment in these programs.

Multidisciplinary Excellence in Gerontology and Aging

The mission of this program is to become the nation's leading center for the integration of gerontological studies and multidisciplinary research on aging. This graduate program trains students to become gerontologists with a strong background in specialized topics such as neurodegenerative disease, rural aging, and various health sciences. In 2003-04:

- Sponsored research awards totaled $8.3 million, compared with $7.4 million in 2002-03, and $5.8 million in 1997-98.
- Over 100 conference papers and articles were accepted for publication, compared with only 11 in 2002-03.
- The Graduate Center for Gerontology co-sponsored the 15th annual Student Mentoring Conference on Gerontology and Geriatrics, held in Atlanta in April 2004. Graduate students received several awards at this conference, including first prize in the Montgomery Student Poster competition for an RCTF-supported student's contribution entitled, *Barriers to Hospital Arrival when Experiencing a Heart Attack*.

College of Medicine Tier 1 Departments

This program's objective is to develop integrated foci in the basic medical sciences involving aging, neuroscience, genetics, and molecular biology in the Departments of Anatomy and Neurobiology, Biochemistry, Microbiology and Immunology, and Physiology. In 2003-04:

- Sponsored research awards totaled $28.3 million, compared with $24.3 million in 2002-03 and $15.5 million in 1997-98.

- Two hundred eighty-two conference papers and articles were accepted for publication, compared with 225 in 2002-03.
- Faculty continue to be involved in a Food and Drug Administration Phase II/III trial assessing the use of GDNF for treatment of Parkinson's Disease.

Clinical Pharmaceutical Sciences Research and Graduate Training

This program prepares new health care professionals to become leading scholars in the evaluation of contemporary drug therapies and aims to be one of the nation's best centers for doctoral training in clinical pharmaceutical sciences. In 2003-04:

- Sponsored research awards totaled $11.1 million, compared with $13.9 million in 2002-03, and $4.2 million in 1997-98.
- Forty-six conference papers and articles were accepted for publication, compared with 45 in 2002-03.
- College of Pharmacy faculty participated as co-investigators with other university researchers on grants totaling $17.9 million in the colleges of medicine, engineering, arts and sciences, agriculture, and several research centers within the University of Kentucky.

Molecular Mechanisms of Toxicity

By enhancing its expertise in two major research areas—chemical carcinogenesis and neurotoxicology—this program aspires to be among the top-20 toxicology programs in the nation. In 2003-04:

- Sponsored research awards totaled $2 million, compared with $4.2 million in 2002-03 and $1.7 million in 1997-98.
- Forty-eight conference papers and articles were accepted for publication, compared with 34 in 2002-03.
- The graduate program maintained the externally funded institutional National Research Service Award (NIEHS Training Grant).

Excellence in Computer Science and Electrical Engineering

The mission of this program is to build premier research and graduate training programs in computer science and electrical engineering. The former

concentrates on the selected specializations of distributed computing and networking systems and their applications; the latter focuses on the specializations of electromagnetics and microelectronics. In 2003-04:

- Sponsored research awards totaled $2.1 million, compared with $4.8 million in 2002-03, and $2.5 million in 1997-98.
- Ninety-four conference papers and articles were accepted for publication, compared with 42 in 2002-03.
- Collaborative efforts included Lexmark Inc., Cypress Semiconductors, Lexel Inc., Rockwell Corporation, IBM, and Toyota, among others.

Graduate Programs in the Department of Chemical and Materials Engineering and the Department of Physics and Astronomy

These programs support new faculty and graduate students who contribute to fundamental research in new materials and to applied research. Additionally, they aim to develop the expertise in materials sciences necessary to sustain an interdisciplinary program across experimental condensed matter physics (Department of Physics and Astronomy) and the Department of Chemical and Materials Engineering. In 2003-04:

- Sponsored research awards totaled $4.8 million, the same level as in 2002-03, but up from $2 million in 1997-98.
- Graduate students across the two departments produced a total of 80 publications or presentations at national and international meetings. Last year, 35 manuscripts were accepted for publication.
- Doctoral enrollment for the Department of Chemical and Materials Engineering increased to 51 in 2003-04, up from a baseline of 32 established in 1997-98. Increasing doctoral enrollment serves as one indicator of growing excellence in the research program.

Plant Sciences: Research, Grant Education, and Technology Transfer for Kentucky's Future

The objective of this program is to achieve international distinction for research and graduate education in a broad array of plant sciences. This initiative integrates strengths in several graduate concentrations, including crop science, plant pathology, plant physiology/molecular biology, plant science, soil science, horticulture, landscape architecture, and forestry. In 2003-04:

- Sponsored research awards totaled $11.4 million, compared with $8.1 million in 2002-03 and $2.9 million in 1997-98.
- One hundred twenty-two conference papers and articles were accepted for publication.
- UK personnel are collaborating with the U.S. Department of Agriculture's Animal and Plant Health Service, the Office of the State Plant Health Director, the Office of the State Plant Regulatory Official, and the Division of Forestry to gather evidence about the possible introduction of phytophthora ramorum, the cause of Sudden Oak Death, which has devastated oak populations in California in recent years.

Interdisciplinary Focus in Biological Chemistry

The goal of the program is to build a nationally prominent specialization in biological chemistry, with particular expertise in bio-organic, bio-inorganic, and biotechnology applications. In 2003-04:

- Sponsored research awards totaled $3.3 million, up from $1.2 million in 1997-98.
- The total number of refereed publications with graduate students as co-authors was 77; the total number of scholarly publications for 24 faculty was 187.
- Average GRE scores of doctoral students increased to 1,839, up from a baseline of 1,751 established in 1997-98, indicating substantial improvement in the quality of incoming students.

Graduate Programs in Economics and Business Administration

These programs enhance the graduate and professional programs in business administration and economics by strengthening faculty expertise in the areas of macroeconomics and the management of financial institutions. Due in part to RCTF support, the UK Center for Poverty Research, one of only three centers in the country, was established in 2002 with a $1.17 million grant from the Department of Health and Human Services. In 2003-04:

- Sponsored research awards totaled $2.4 million, compared with $3 million in 2002-03 and $1.9 million in 1997-98.
- One hundred fifty-six conference papers and articles were accepted for publication compared with 148 in 2002-03.

- The Von Allmen Center for Entrepreneurship and E-commerce provided 16,360 hours of counseling to clients and served 8,470 participants in training programs. These numbers represent increases of 20 percent and 45 percent respectively, compared to the baselines established in 1997-98. Two of the original goals established for RCTF funding were to increase counseling and training services by 10 percent.

The clinical psychology program in the department ranked 34th (top 38 percent) among America's best graduate school programs in health in the most recent U.S. News & World Report *rankings.*

Psychology of Substance Abuse and Prevention

The development and application of effective prevention strategies in areas such as substance abuse has strengthened the Psychology Department, which hopes to rank among the top 25 percent of psychology departments at public institutions. The clinical psychology program in the department ranked 34th (top 38 percent) among America's best graduate school programs in health in the most recent *U.S. News & World Report* rankings. In 2003-04:

- Sponsored research awards totaled $3.5 million, compared with $2.1 million in 2002-03, and $700,000 in 1997-98.
- Psychology faculty published 138 articles, chapters, or books, up from a baseline of 69 established in 1997-98; graduate students authored or co-authored 56 publications, compared to a baseline of 35. These results indicate substantial improvement in research productivity.
- The psychology faculty collaborated with the Chrysalis Center, Shepherd's Inc, and Alcohol Related Offenders to assist with research on alcohol use and cognitive functioning. Nearly one-half of the faculty was involved in collaborative projects on substance abuse and prevention.

Expanding the Frontiers of Geography (Social Theory)

The graduate program in geography aims to be among the ten best programs in the nation, in part by adding faculty strengths in social theory and human geography. In 2003-04:

- Sponsored research awards totaled $40,349, compared with $194,000 in 2002-03 and $163,000 in 1997-98.
- Geography faculty published 96 refereed essays, book chapters, and books, compared with 52 in 2002-03.
- Major collaborations continued to include the Kentucky Water Resources Research Institute, the Blue Grass Trust Community Planning

Committee, Dry Stone Conservancy, the Woodford County Comprehensive Plan Update Task Force, and the Legislative Research Commission's Task Force on Senior Citizens and the Work Force.

Graduate Student Support Initiative

To increase UK's ability to recruit the nation's most outstanding graduate students to its leading doctoral programs, this project provides new graduate and assistant fellowship support packages for graduate students in programs currently judged to be the university's targets of opportunity. Due in part to this RCTF support, UK's graduate enrollment has increased significantly. In 2003-04, UK set a new record by awarding 1,502 graduate degrees. Also in 2003-04:

Due in part to this RCTF support, UK's graduate enrollment has increased significantly. In 2003-04, UK set a new record by awarding 1,502 graduate degrees.

- Five hundred twenty-seven graduate student publications appeared in refereed journals, compared with 580 in 2002-03 and 511 in 1997-98.
- There were 1,160 graduate student presentations at professional meetings, compared with 1,299 in 2002-03 and 747 in 1997-98.
- A total of $759,062 was awarded in Kentucky Opportunity Fellowships compared with $764,000 in 2002-03.

Major Initiatives for 2004-05

Major initiatives for 2004-05 include efforts to evaluate and improve progress on the new strategic plan—*The Dream & the Challenge*—and ongoing efforts to improve in several areas critical to successful reform as envisioned by HB 1.

Improvement Initiatives in Key Areas

Consistent with the Council on Postsecondary Education's Action Agenda, UK's primary emphases have been to improve the quality and success of undergraduates, improve productivity in research and graduate education, improve outreach and economic development throughout the Commonwealth, and increase available resources by growing the university's endowment with the help of Bucks for Brains. The following initiatives address areas where progress is essential or where progress has been limited or inconsistent:

To increase transfer enrollment and credit hours transferred, UK will:

- Serve as an active participant on the statewide transfer committee to assist in studying the issues underlying the poor rates of transfer from the community colleges to the four-year institutions in Kentucky.
- Appoint and charge a new Seamless Transfer Committee with investigating any issue or process that may stand in the way of successful transfer to UK. After completing an initial report on its findings, the committee will continue to address ongoing transfer needs and initiatives.
- Continue development of new transfer framework agreements for majors in accounting, management, finance, hospitality management, marketing, and decision science.
- Continue implementation of DARwin, a degree audit system designed to provide students with accurate information on their progress toward completion of degree requirements. DARwin is now up and running in the College of Arts and Sciences. Once the other colleges are ready, UK will implement a public awareness campaign regarding this program.
- Promote and initiate additional training for CAS, the Course Applicability System that will make it easier for students to conduct inquiries with state colleges and universities to see how their coursework will transfer and apply toward degree programs.
- Develop a new listserv for all contacts related to transfer at KCTCS to facilitate communication with each institution.

To increase retention rates, UK will:

- Offer a winter intersession to begin December 20 and end January 11. It will be a short, intensive program designed to help meet the course demands of a growing student population and assist students in progressing toward degree completion.
- Continue to analyze the findings of a recent retention study and use results to improve first-year student success and retention. In a two-phase study, the National Student Clearinghouse database was analyzed to determine where first-year students go after leaving UK, and a telephone survey was conducted to learn why non-returning freshmen left UK, how they evaluated their academic and social experiences during the first year, and what their plans were for continuing their education.
- Strengthen collaboration between student and academic affairs to reorganize existing support programs into a set of services called Aca-

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demic Enhancement Programs. These programs will be located in the Thomas D. Clark Study of the William T. Young Library along with the Writing Center, providing to all undergraduate students centralized services with an emphasis on 100-level courses.

- Implement an expanded early alert program called Checkpoint, a partnership between instructors of first-year students in challenging courses, advisors of first-year students, and the Academic Enhancement Programs.
- Increase student awareness of academic expectations and services by developing a program called "Get Smart Week," which will encourage positive academic strategies among the residents throughout their first year.
- Refine and improve the Academic Recovery Program designed for students placed on academic probation at the end of the fall semester. The course curriculum is structured around theories of personal development and educational success and is designed to improve engagement and academic commitment. In the first two years of operation, the retention rate for students on probation who completed the Academic Recovery Program was 78 percent, compared to 37 percent for students on probation who did not complete the program.

UK will implement the four-year graduation contract as a pilot project in fall 2004 for nine colleges . . . The graduation contract will ensure a student can graduate in four years if the student meets certain conditions.

To increase degree completions, UK will:

- Leverage private donations and athletics revenue to enhance the quality of undergraduate education and scholarship funding. To improve enrollments, student quality, and degree productivity, UK will increase the number of Singletary Scholarships by 25 percent and the amount of the stipend. Plans also are underway to enhance and expand the Honors Program to meet the needs of a more academically-prepared student population and encourage degree completion.
- Implement the four-year graduation contract as a pilot project in fall 2004 for nine colleges and the following majors: agricultural economics, dietetics, biology, history, psychology, journalism, civil engineering, mechanical engineering, art history, art studio, decision science and information systems, communications disorders, nursing, and social work. The graduation contract will ensure a student can graduate in four years if the student meets certain conditions.

To increase total research and development expenditures, UK will:

- Attract and retain distinguished faculty through several efforts such as the dual career hiring program, a $1 million faculty retention fund to build retention success for top faculty, the minority recruitment program, and improved faculty start-up packages.
- Provide significant funding for at least three programs — molecular neuroscience, environmental chemistry, and geography — based on recommendations from the *Committee on Academic Priorities,* with the goal of hiring senior-level, nationally renown faculty who can lead these units to national prominence. This strategy is in addition to 22 new faculty positions funded in the last two years to support advancement in 14 priority areas (reported previously in the 2002-03 Accountability Report).
- Develop fully the new College of Public Health as a vehicle for growing graduate enrollment, research, and important service to the Commonwealth.
- Provide sufficient research space and equipment. A new biological/biomedical sciences research building (BBSRB) will open in January 2005 and will house investigators with research interests in biochemistry, spinal cord and brain injury, and cardiovascular research. UK has obtained $3.7 million in funding from the National Institutes of Health (NIH) to assist in completing the research space on the fourth floor by mid-2006. Additional NIH funding in the amount of $700,000 has been obtained to improve central animal facilities in support of a wide array of investigators and increasing research productivity.
- Advocate for its number one capital priority — construction of a biological sciences/pharmaceutical complex.
- Facilitate faculty success in identifying and pursuing significant funding opportunities. In 2004-05 a Faculty Research Support Guide will bring together in one place a description of the various support programs available to assist faculty with their research agendas. Electronic submission of proposals and rolling receipt dates will enhance the timeliness of this support. The programs will provide grants to 1) help faculty start up or accelerate a research project, 2) assist in revising projects for resubmission to funding agencies, 3) collect pilot data to be used in applications for externally funded research, 4) support major research equipment acquisitions and maintenance, and 5) assist in assembling complex proposals involving multiple parties, among others. Additionally, grants will be

UK will attract and retain distinguished faculty through several efforts such as the dual career hiring program, a $1 million faculty retention fund to build retention success for top faculty, the minority recruitment program, and improved faculty start-up packages.

available to assist faculty in supporting conferences, scholarly journals, and other initiatives on UK's campus that help bring recognition to the university and further its national and international reputation.

- Offer a computerized searchable database to assist researchers in finding potential collaborators and colleagues and generally improve the understanding of the breadth of research being conducted at the university (see http://www.rgs.uky.edu/cfdocs/spif/).

Finally, one of UK's most pressing needs is new funding. In 2003-04 UK announced the extension of its current capital campaign goal from $600 million to $1 billion. The extended campaign will continue to build UK's endowment in areas critical to Kentucky's well-being and progress. Major campaign goals were established for student support, faculty support and research, facilities, and academic programs and research. An official kick-off meeting and celebration for the new campaign — *The Campaign for the University of Kentucky, Phase II: Dream, Challenge, Succeed* – was held in fall 2004.

Goal 3

A premier, nationally recognized metropolitan research university in the University of Louisville.

To become a premier, metropolitan research university, UofL must increase its degree and research productivity while enrolling a better prepared, more diverse student body. UofL's performance on Council key indicators in 2003-04 is summarized below. Goals for these indicators were established by the Council in consultation with the institutions.

CPE Key Indicators of Progress

UofL met its performance goals for:

- Undergraduate enrollment, which increased from 14,475 in 2002 to 14,724 in 2003.
- Graduate and first-professional enrollment, which increased from 5,958 in 2002 to 6,101 in 2003.
- The retention rate of first-time freshmen, which increased from 80.8 percent in 2002 to 83.2 percent in 2003.
- The number of community and technical college transfers to UofL, which increased from 342 in 2002 to 350 in 2003.
- Several benchmarks in the 2003 National Survey of Student Engagement (which assesses undergraduate student experience): First-year students scored UofL higher than predicted on the category *enriching educational experiences*. Seniors scored above predicted levels on four of five benchmarks: *level of academic challenge, active and collaborative learning, student interactions with faculty members,* and *enriching educational experiences*.
- Extramural research and development expenditures, which rose from $58 million in 2002 to $63 million in 2003. The university's goal for 2003 was $55 million.

UofL did not meet its performance goals for:

- The six-year graduation rate of bachelor's degree students, which despite increasing from 32.8 percent in 2002 to 34.9 percent in 2003, remained below the goal of 36.7 percent.
- Several benchmarks in the 2003 National Survey of Student Engagement: First-year students scored lower than predicted on level of *academic challenge, active and collaborative learning, student interactions with faculty members,* and *supportive campus environment.* Seniors scored lower than predicted on *supportive campus environment*.
- Federal research and development expenditures, which rose from $39 million in 2002 to $40 million in 2003. However, UofL did not achieve its 2003 goal of $43 million.

The 2003 National Survey of Student Engagement also revealed:

- 25 percent of first-year students and 23 percent of seniors participated in a community-based project as part of a regular course, compared with 24 percent and 38 percent in 2001.
- 32 percent of first-year students and 39 percent of seniors participated in volunteer work outside of class, compared with 39 percent and 45 percent in 2001.
- 27 percent of both first-year students and seniors reported their college experience contributed to knowledge, skills, and personal development in contributing to the welfare of the community, compared with 26 percent of first-year students and 33 percent of seniors in 2001.
- 17 percent of first-year students and 14 percent of seniors reported their experiences at UofL contributed to the development of their voting behavior, compared with 25 percent and 29 percent in 2001.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2002-03, UofL showed continuous progress on seven of eight objectives, qualifying for automatic waiver status (i.e., UofL was automatically eligible to add new degree programs in 2004). Performance for 2003-04 will not be available until January 2005.

Progress Toward National Recognition

The University of Louisville's mission to become a premier, nationally recognized metropolitan research university was embraced in its 1998 strategic plan, the *Challenge for Excellence,* and continues to be the driving force in the university's planning efforts. A "balanced scorecard," which was devised in 1999 to monitor progress on goals and objectives, continues to serve as the management tool that tracks progress on goals and objectives consistent with the mission.

Six strategic themes provide the framework for identifying and measuring indicators of progress: educational experience; research, creative, and scholarly activities; diversity; partnerships and collaborations; and institutional effectiveness. Goals for each of the key indicators of progress have been identified through 2008 for the university as a whole as well as for each academic and support unit. Progress toward goals is measured annually. A complete accounting of UofL's performance on the balanced scorecard is available on its website, www.louisville.edu/president/score.pdf.

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The University of Louisville has made significant progress toward national recognition in strategic areas of emphasis as evidenced by the following:

Educational Experience

- Average ACT scores for entering freshmen increased from 23.2 to 23.4 (in 1998 the average ACT score was 21.4).
- Total student scholarship awards have increased from $29.4 million to $37.6 million.
- Doctoral degrees awarded have increased from 90 to 106.
- A newly approved Ph.D. in Entrepreneurship admitted its first group of students in fall 2004.
- Graduates of the School of Dentistry have ranked in the top 10 of all U.S. dental education programs on Part 2 of the National Dental Board Examination for the past five years.
- The Debate Team qualified for the 'Sweet 16' of the national championship finishing fifth among all colleges and schools.
- *Consumers Digest* ranked the UofL as one of the 'top 25 values' nationally among public colleges and universities.
- Five students won Fulbright scholarships; five won Japanese Teaching awards; one was a recipient of the Rotary World Peace Scholarship.

- According to the Fulbright Association, UofL ranks seventh among schools in the South for producing Fulbright research fellows and seventh in the nation for Fulbright English teaching assistantships.

Research, Scholarship, and Creative Activity

- Research grants and contracts increased by 49 percent.
- Endowed chairs increased from 87 to 92.
- The Cardiovascular Innovation Institute, a partnership between the university, Jewish Hospital, the Office of the New Economy, and the federal government, was formalized.
- A partnership between the Speed School of Engineering, the College of Business and Public Administration, and the Cardiovascular Innovation Institute received a Partnership for Innovation award from NSF ($600,000).
- The School of Medicine received the university's first Program Project Grant ($7.5 million) from the National Institutes of Health.
- UofL was cited in the *Chronicle of Higher Education* as the second-fastest rising university in a ranking of the top 100 institutions receiving funding from the National Institutes of Health.
- UofL received an $11.1 million NIH COBRA grant for the cancer program.
- The National Institutes of Health announced a five-year contract worth $3.7 million to develop a pediatric cardiac assist device system as part of collaboration between the university and Ension.
- UofL was selected by NIH as one of 13 premier pediatric pharmacology research units in the U.S.
- A new research building that includes a clean room core facility will support research in Nanotechnologies and Micro-Electro-Mechanical Systems (MEMS) technologies.
- The Department of Justice Administration received $2.9 million from the U.S. Department of Justice to establish a Computer Forensics Laboratory on Shelby Campus.
- The School of Nursing was ranked in the top 50 percent of Schools of Nursing in NIH funding.
- A new capital campaign for the James Graham Brown Cancer Center raised $8.8 million.
- The university libraries' rank in the Association of Research Libraries moved from 97 to 81.

UofL was cited in the Chronicle of Higher Education *as the second-fastest rising university in a ranking of the top 100 institutions receiving funding from the National Institutes of Health.*

Diversity

- Since January 2003, 22 African Americans have been hired in faculty positions.
- Through the *Our Highest Potential Program*, the university has filled an endowed chair in cancer research.
- The university completed an institution-wide diversity planning process, which included the development of unit-level diversity plans that will be reviewed each year.

Partnerships and Collaborations

- A University and Community Advisory Board designed to serve the community through expertise in environmental policy, economic development, health care, and education was created.
- An analysis of current partnerships between the academic units at the university and local community identified more than 1,100 partnerships and collaborations.
- The joint appointment of Dr. Adewale Troutman as the director of public health and as a faculty member in UofL's School of Public Health and Information Sciences exemplifies UofL's partnership with Metro Government.
- *Partnership for a Green City* was initiated by UofL President James Ramsey, Louisville Metro Mayor Jerry Abramson, and Jefferson County Public Schools Superintendent Stephen Daeschner to focus on environmental issues important to the community.
- The Department of Justice Administration established a partnership with the U.S. Secret Service to address electronic security within critical infrastructures in an effort to improve homeland security.

Institutional Effectiveness

- Implementation of *Vision*Focus*Action Plan* has resulted in the enhancement of quality experiences for faculty, staff, and students through programmatic and policy changes. These include the establishment of a Center for Teaching and Learning, creation of an Undergraduate Council, new advising initiatives to improve retention, departmental teaching awards, reorganization of the Career Center, restructuring of advising services, and a plan to improve NSSE scores.

An analysis of current partnerships between the academic units at the university and local community identified more than 1,100 partnerships and collaborations.

- Assessment procedures that integrate program review and scorecard goals have been implemented.
- Total philanthropic support in outright gifts and pledges totaled $42.7 million in 2003-04.

Research Challenge Trust Fund Programs

HB 1 created the Research Challenge Trust Fund to support nationally recognized research programs at UK and UofL. UofL submitted an annual report in October 2004, as required by RCTF guidelines, detailing program activities during the 2003–04 fiscal year (available from the Council or UofL upon request). Highlights of the report include:

Early Childhood Research Center

The Interdisciplinary Center for Research on Early Childhood Issues and Initiatives focuses on the assessment of cognitive and language abilities in infants, perinatal risk assessment and infant development, factors affecting intelligence and achievement in pre-school and school-aged children, and prediction of developmental delays. In 2003-04:

- Sponsored research awards totaled approximately $2.4 million, compared with $795,000 in 2002-03.
- Thirteen manuscripts were accepted for publication, compared with 36 in 2002-03.
- Twenty-six collaborative engagements with local, regional, and state agencies/institutions were in place, compared with 25 in 2002-03.
- The Language and Reading Development Research Program was one of 16 research centers across the nation identified by the National Institutes of Child Health and Human Development's Reading Research Program.
- The Center with Neuronetrix developed a commercial, cost-efficient, and effective device for the universal screening of newborn infants for speech sound discrimination.

In FY05, the Interdisciplinary Early Childhood Research Center will continue research projects addressing empirical questions in two core areas: growth and development of pre-school abilities in reading and mathematics skills essential for early academic achievement, and the effectiveness of early childhood education and childcare programs in facilitating academic readiness skills.

Institute for Entrepreneurial Research

The Entrepreneurship Program at UofL's College of Business and Public Administration, a nationally-ranked program, is modeled on real-world business conditions. In 2003-04:

- Eight manuscripts, four book chapters, and four books were accepted for publication, compared with 11 manuscripts and two books in 2002-03.
- The Institute for Entrepreneurial Research, a collaborative research effort among 20 College of Business and Public Administration faculty, continues its research efforts and community entrepreneurial outreach.
- The international MBA program, which has an entrepreneurial emphasis, had students enrolled in the Athens and Panama programs.
- A Ph.D. program in entrepreneurship started in fall 2004 with an enrollment of six students.
- The university sponsored the 7th annual New Venture Competition, a collegiate business plan competition, with monetary awards provided by Commonwealth Industries.

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Next year, the university will continue its focus on business plan development with MetaCyte and the engineering and medical programs at UofL, and it will leverage the expertise of MBS students to assist the entrepreneurial efforts of the region's small businesses. UofL will double the number of doctoral students. Ph.D. students will participate in an NSF-funded program with the Cardiovascular Innovation Institute to train bioengineering students and medical researchers to recognize the commercial potential of heart devices.

Logistics and Distribution Institute

The Logistics and Distribution Institute (LoDI) is responsible for sustaining a high-quality research environment by facilitating interdisciplinary and applications-oriented research to benefit the Louisville academic and business communities. LoDI also has developed cutting-edge instructional programs and curricula for students and local business employees seeking career-long education and training in logistics and distribution. In 2003-04:

- Sponsored research awards totaled $341,328, compared with $1.3 million in 2002-03.

- Twenty-two manuscripts and two book chapters were accepted for publication, compared with 54 manuscripts and two books in 2002-03.
- A graduate certificate program in logistics and distribution was implemented.
- Partnerships include the Center for Engineering Logistics and Distribution (CELDi), an NSF sponsored Industry/University Cooperative Research Center (I/UCRC). CELDi is a four-university consortium that includes UofL, the University of Arkansas, Oklahoma University, and Oklahoma State University. UofL faculty were involved in five projects.
- LoDI continued collaboration with the Louisville Logistics Network formed by Greater Louisville Inc.

During the past year, LoDI underwent a major reorganization and in August 2004 hired Wayne Whitworth as the full-time executive director. His primary responsibility is to develop relations between LoDI and external entities, companies, and institutions. LoDI is in the early stages of developing a Master's of Science in Supply Chain Management and will offer two "high-level" half-day symposiums targeted at senior-level logistics and supply chain management executives in the region. LoDI will pursue private grants to support applied research.

Molecular Medicine and Biotechnology

This program consists of seven focus areas: Oncology Research, Neuroscience Research, Ophthalmology and Visual Sciences Research, Genetics and Molecular Medicine Research, Cardiovascular Disease Research, Bioengineering and Health Services and Policy Research including public health and law. Biomedical research at UofL involves interactions among faculty throughout the health sciences (medical, dental, nursing, public health and information sciences, James Graham Brown Cancer Center, bioethics, and health policy and law) and faculty in the J.B. Speed School of Engineering, College of Arts and Sciences and the Kent School of Social Work. The Molecular Medicine and Biotechnology program has 94 full-time faculty members, including five newly hired faculty members in 2004. In 2003-04:

- Sponsored research awards totaled $45.7 million, compared with $34 million in 2002-03.
- A total of 472 manuscripts were accepted for publication, compared with 407 in 2002-03.

- The UofL Medical School improved its rank in NIH funding from 94th of 124 medical schools in 1999 to 73rd of 121 medical schools in 2003. Most of this improvement is due to faculty who are part of the Molecular Medicine and Biotechnology Program of Distinction.
- The James Graham Brown Cancer Center was awarded an NIH Planning Grant to work toward the goal of becoming an NCI designated cancer center.
- The Center for Environmental Cardiology received the first Program Project Grant in the School of Medicine history.

Next year the Molecular Medicine and Biotechnology Program will focus on continued improvement of infrastructure and increased funding to enable the clinical sciences research faculty to build programs of strength. It will establish a Department of Bioengineering, break ground for the Cardiovascular Innovation Institute, and continue renovation of HSC research space.

Major Initiatives for 2004-05

UofL's strategic plan was designed to span a ten-year period. In the past year, the university has updated its strategic plan through a revision of the balanced scorecard. In addition, each academic and support unit has designed a plan to support UofL's mission to become a nationally recognized premier metropolitan research university. Major initiatives for 2004-05 are designed around the following key indicators of progress: student success, advancement of the research agenda, diversity, partnerships and collaborations, and economic development.

Student Success

The University of Louisville reaffirms its commitment to excellence in education and teaching as set forth in the *Challenge for Excellence: Full Speed Ahead*. In 2004-05 UofL will:

- Build on success of *Vision*Focus*Action Plan* to improve the quality of programs and services and enhance the academic environment and campus culture. Advising, retention, and career counseling services will receive special emphasis.
- Improve freshmen and second-to-third year student retention rates.
- Attract and retain the best and brightest students. Indicators of

progress in this area will include the improvement of average ACT scores.

- Produce 115 doctoral graduates.
- Continue development of the Center for Teaching and Learning.
- Complete construction of the $14 million library expansion, the natatorium, and the baseball stadium.

Research Agenda

Cutting edge research enhances the quality of teaching, supports economic development and provides service to the community. UofL has a strong commitment to the continued development of its research programs. In 2004-05 UofL will:

- Build the research enterprise by increasing total research grants and contract funding by at least 14 percent.
- Implement the Cancer Center growth plan for NCI designation.
- Implement the Cardiovascular Innovation Institute.
- Complete construction of the Belknap Research Building, which will contain a state-of-the-art clean room.
- Establish a Bio-engineering Department.
- Seek funding for a BL-3 facility from NIH.
- Enhance the Structural Biology Program through infrastructure investments in metabolomics.
- Expand partnerships between UofL and industry in logistics and distribution research.
- Conduct research on effective school reform practice and policies that relate to achieving goals of *No Child Left Behind*.

Diversity

UofL strives to create a welcoming campus atmosphere where every student, faculty member, and staff member has the maximum support, respect and opportunity to be successful. In 2004-05 UofL will:

- Meet eight of eight diversity objectives set by the Council on Postsecondary Education in the *Kentucky Plan for Equal Opportunities*.
- Monitor and ensure implementation of university-wide and unit-specific diversity plans.

- Recruit chair positions for Our Highest Potential Initiatives.

Partnerships and Collaborations

UofL will continue to serve the community by providing expertise in environmental policy, economic development, health care, education, and other areas affecting quality of life. In 2004-05 UofL will:

UofL will continue to serve the community by providing expertise in environmental policy, economic development, health care, education and other areas affecting quality of life.

- Encourage success of the University and Community Advisory Board in identifying sustainable, systemic, and significant ways to address environmental policy, economic development, health care, and education with its metropolitan partners.
- Develop evaluation criteria for these partnerships and collaborations.

Economic Development

UofL supports economic growth through policies, programs and infrastructure that: encourage the development of new businesses; support faculty to use their expertise to develop small businesses; and develop collaborations, partnerships, incubator, and start-up support. In 2004-05 UofL will:

- Assume a leadership role in building the life sciences industry in the community and state.
- Develop a Life Sciences Venture Fund focused on investments in Kentucky.
- Implement a plan for the development of the Shelby Research and Technology Park.
- Advance the creation of an Institute for Innovation in Advance Materials Technology for Manufacturing.
- Build on success in the College of Business and Public Administration in the area of entrepreneurship by focusing on small business and start-up company development.
- Create a University Arts and Humanities Council to support the social, cultural, and artistic fiber of the community and enhance the quality of life.

Goal 4

Regional [comprehensive] universities, with at least one nationally recognized program of distinction or one nationally recognized applied research program, working cooperatively with other postsecondary institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average.

Kentucky's six comprehensive universities play a vital role in the educational attainment of Kentucky's citizens. Progress on Council and institutional goals for 2003-04 is discussed for each of the comprehensive universities, as well as initiatives planned for next year. Goals for these indicators were established by the Council in consultation with the institutions. Highlights of the programs of distinction (POD) are provided, but more detail can be obtained from the 2003 POD annual reports, available from the Council or the institutions.

Eastern Kentucky University

CPE Key Indicators of Progress

EKU met its performance goals for:

- Undergraduate enrollment, which increased from 13,053 in 2002 to 13,567 in 2003.
- Graduate enrollment, which increased from 2,195 in 2002 to 2,384 in 2003.
- The six-year graduation rate of bachelor's degree students, which increased from 33.1 percent in 2002 to 37.1 percent in 2003.
- Several benchmarks in the 2003 National Survey of Student Engagement (which assesses undergraduate student experience): First-year students scored EKU higher than predicted on three of five benchmarks - *active and collaborative learning, student interactions with faculty members, and enriching educational experiences*. The actual score equaled the predicted score

on *supportive campus environment*. Seniors scored EKU higher than predicted on four of five benchmarks.

- The number of community and technical college transfers to Eastern, which increased from 392 in 2002 to 472 in 2003.

EKU did not meet its performance goals for:

- The retention rate of first-time freshmen, which despite increasing from 72.7 percent in 2002 to 72.8 percent in 2003, remained below the goal.
- One benchmark in the 2003 National Survey of Student Engagement: Seniors scored lower than predicted on l*evel of academic challenge*.

The 2003 National Survey of Student Engagement also revealed:

- Twenty-eight percent of first-year students and 48 percent of seniors participated in a community-based project as part of a regular course.
- Thirty-two percent of first-year students and 40 percent of seniors participated in volunteer work outside of class compared with 44 percent of first-year students and 52 percent of seniors in 2001.
- Thirty-five percent of both first-year and senior students reported that their college experience aided their knowledge, skills, and personal development in contributing to the welfare of their community.
- Twenty-three percent of first-year students and 17 percent of seniors reported that their experiences at Eastern contributed to the development of their voting behavior.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2002-03, Eastern showed continuous progress on six of eight objectives, qualifying for automatic waiver status (i.e., Eastern was automatically eligible to add new degree programs in 2004). Performance for 2003-04 will not be available until January 2005.

Additional Institutional Measures

This past year, the EKU community implemented the 2003-2006 strategic plan, which was approved by the EKU board of regents in June 2003. The theme of the plan is *Moving Forward Together* and contains the following mission

statement: "Eastern Kentucky University will be a leading comprehensive university in the Commonwealth of Kentucky, earning national distinction, where students come first." The plan incorporates the Council's key indicators of progress.

As part of these strategic planning efforts, an ongoing, integrated, research-based institutional effectiveness process was refined and further developed. Currently, Eastern is implementing this comprehensive planning and evaluation process for quality enhancement that: (1) provides for annual departmental/unit plans; (2) updates goals, objectives, key performance indicators annually and every four years; (3) measures and evaluates progress, (4) links results to decisions about facilities, maintenance, technology, and budget; and (5) communicates progress in an annual institutional effectiveness progress report.

For 2003-04, 29 performance indicators were assessed, and qualitative data were gathered to evaluate progress on the strategic plan. Eastern also relies on the Council's indicators of progress to gauge advancement toward Goal 4 in HB 1. The quality of baccalaureate and master's programs are assessed through the academic program review process and select student outcomes. Additional indicators focus on the number of specific transfer agreements, 2+2 programs, and partnerships with other postsecondary institutions. Eastern currently has a total of 27 such agreements. Other measures include the Graduating Senior Survey, EKU Alumni Survey, Collegiate Assessment of Academic Proficiency, University Writing Requirement, EKU Climate Survey, customized surveys to evaluate various issues (e.g., parking, human resources), and the University of Delaware study.

A number of Eastern's measures focus specifically on increasing the number of students who matriculate from counties within its service region, an area that historically trails the rest of the state in educational attainment. From 1997-2003, Eastern has increased enrollment from its service region by 14 percent, from 7,495 to 8,518.

A number of Eastern's measures focus specifically on increasing the number of students who matriculate from counties within its service region, an area that historically trails the rest of the state in educational attainment.

Program of Distinction

Eastern Kentucky University's College of Justice and Safety has served as a Commonwealth Program of Distinction since 1998. The College is uniquely positioned to benefit the university's service region, the Commonwealth, and national and global communities, particularly in light of heightened interest in issues of justice, safety, and security since September 11. Below is a brief list of significant accomplishments during 2003-04:

- Prominent scholars from across the country participated in the "Femi-

nist and Critical Conversations in Crime and Justice Studies" conference sponsored by Eastern Kentucky University..

- The College of Justice & Safety proposed a new Justice & Safety Center for Research, Technology, and Homeland Security. This 7,000 square foot renovation of the Stratton gymnasium would house public safety and security technology and investigative technology laboratories, as well as a research and evaluation unit, conference room, and offices. The facility would showcase the growing Justice and Safety Center, a leader in securing federal homeland security funding initiatives and projects at EKU.
- The college was approved for 31 grants totaling $44,647,510, and ended the year with 5 pending grants totaling $15,738,485. The college received 26 awards in 2002-2003 totaling $29,548,546. At the close of the reporting period, 12 additional proposals were pending, amounting to a potential additional $39,642,955.
- Program-sponsored applied research and prospects for commercial application include:
    - ABORAT – The Algorithm Based Object Recognition and Tracking project
    - ARREST – The Advanced Rural and Remote Surveillance Technology project
    - PAAL – The Procedural Anytime/Anywhere Learning project
    - NETQUEST – Monitoring/Tracking system
- The college sponsored four fellow positions, including a Research Fellow position aiding the Kentucky Center for School Safety, and funded 34 graduate assistants. During 2002-03 the college sponsored four fellow positions, including a Research Fellow position aiding the Kentucky Center for School Safety and funded 42 graduate assistants.
- College faculty produced seven books, 62 articles and chapters, two technical reports, and 39 conference papers and presentations. Three of the college's faculty members hold editorial positions. During 2002-03, faculty produced four books, 35 articles and chapters, and 29 conference papers and presentations.
- Through its annual Distinguished Lecturer's Series, the college sponsored nationally and internationally recognized speakers.

The College of Justice and Safety is uniquely positioned to benefit the university's service region, the Commonwealth, and national and global communities, particularly in light of heightened interest in issues of justice, safety, and security since September 11.

Next year, EKU will establish an Office of Distance Education and Multimedia Services in the College of Justice and Safety. An expanded distance education program will enhance the quality of distance education degree and certificate programs, reach students who would not otherwise benefit, and enrich experiences of traditional and online learning students.

Collaborative Programs and Initiatives

To improve access and enhance quality, Eastern has developed a number of cooperative programs and initiatives during the 2003-04 academic year:

- From fall 2001 through spring 2004, Eastern offered 296 courses and served 2,567 students through the Kentucky Virtual University.
- EKU continued partnerships with Hazard Community and Technical College, Lindsey Wilson College, and Morehead State University in developing and expanding the University Center of the Mountains in Hazard. The center addresses economic and workforce needs and community development by providing undergraduate and graduate degree and professional certification opportunities to residents.
- EKU is one of nine postsecondary partners in a five-year, $22 million National Science Foundation initiative (Appalachian Mathematics and Science Partnership Grant).
- EKU is collaborating with the Cabinet for Economic Development's Office of Innovation and Commercialization for a Knowledge-based Economy by housing the Eastern Innovation Regional Headquarters and Innovation Commercialization Center and operating satellite innovation centers. The partnership allows EKU to initiate homeland security partnerships and projects. EKU implemented the satellite innovation center program through partnership agreements with Ashland Community and Technical College, Morehead State University, and Pikeville College. Also, the Kentucky Highlands Entrepreneurship Center, administered by the Big Sandy Community and Technical College, is affiliated with EKU through the Eastern Innovation Region Headquarters. At least three new regional satellite innovation centers are planned.
- Through a collaborative effort with the U.S. Department of Labor, EKU is one of 20 OSHA Training Institute Education Centers in the United States officially approved to offer OSHA programming in the area of safety and health.
- EKU is part of the Bluegrass Business Consortium—a collaboration with organizations and educational providers to obtain grants for workforce training and development.
- The EKU Library collaborates with other publicly supported academic libraries in Kentucky through a consortium named SAALCK, the State-Assisted Academic Library Council of Kentucky. Because of the work of SAALCK, students and faculty at Kentucky universities and in KCTCS

EKU continued partnerships with Hazard Community and Technical College, Lindsey Wilson College, and Morehead State University in developing and expanding the University Center of the Mountains in Hazard.

institutions have gained access to important databases that are too specialized to be supported by the Kentucky Virtual Library.

- EKU was the catalyst for a resurgence of the Future Educators of America organization. Kentucky now has the largest number of affiliated FEA chapters in the nation. In 2003-2004, EKU worked with six high schools and offered a dual credit (high school-college) program for EDF 203—School and Society, which will continue in 2004-05.
- The number of EKU Professional Education Fellows increased to 74 in 32 school districts and 134 schools. This is an increase from last year, when 61 fellows from the colleges and library partnered with school districts.
- Through the American Democracy Project, EKU works collaboratively with the Commonwealth's other comprehensive universities to prepare grant applications related to civic engagement and service learning.
- The Master of Public Health Program at EKU is part of a consortium of public health programs (UK, UofL, WKU) meeting the public health needs of the Commonwealth of Kentucky.

EKU was the catalyst for a resurgence of the Future Educators of America organization. Kentucky now has the largest number of affiliated FEA chapters in the nation.

Major Initiatives for Next Year

Some of next year's most significant initiatives focus on improving enrollment, transfer, and graduation rates, as well as performance on EEO goals, which are areas of concern for Eastern.

To increase undergraduate and graduate enrollment, Eastern will:

- Enhance recruitment efforts and programs, including college fairs and career day programs (over 350 events in 2003-04), high school visits and receptions (over 600 in 2003-04), campus preview programs for prospective students (over 3,500 participants in 2003-04), and campus visits (over 2,600 visitors in 2003-04).
- Host monthly online chats with admissions counselors, targeted at parents and prospective students, on topics such as the application process and student activities.
- Develop a targeted communications plan on issues of particular importance to parents.
- Develop a system that nurtures a transitional relationship between all service area high schools and EKU to bring high school students on campus to introduce them to college.

- Increase the number of courses and programs available through KYVU and expand the availability of weekend and evening courses to better serve students in the region, including adults, using all available technology.
- Expand and enhance access to full degree programs and credit and non-credit learning opportunities at extended campuses and through distance learning technologies. Graduate cohorts at EKU's extended campuses in Corbin, Danville, Manchester, and other appropriate locations.
- Add cohort-based graduate programs in the College of Education in the areas of elementary, middle, and secondary education.
- Further develop graduate assistantships, participate in graduate recruitment activities, and prepare brochures and other recruitment materials.
- Continue to improve Eastern's marketing and recruitment efforts.

Recognizing the need for ongoing assessment of the effectiveness of the Division of Public Relations and Marketing, EKU's new chief public relations and marketing officer put into place tracking and assessment tools for the division soon after his arrival. For 2003-04, 105 publications were created and produced. From October 2003-May 2004, EKU had 826 stories air on television stations in the Lexington market for a combined viewership of 16,288,000. This data serves as a baseline; data are not available for previous years.

- Continue to implement federal grant funded initiatives, including the $1.3 million NSF project to improve teaching and math in Appalachian middle schools, and the Health Careers Opportunity Program funded by the U.S. Department of Health and Human Services.
- Enhance facilities by completing construction projects: Corbin Center, Fitness and Wellness Center, and the new building for the College of Business and Technology.

To increase the number of transfers, EKU will develop a system to nurture transitional relationships between all area community colleges and EKU.

To increase the number of transfers, Eastern will:

- Continue to participate in the statewide Course Applicability System and remain active on committees to better understand transfer issues in Kentucky.
- Develop a system to nurture transitional relationships between all area community colleges and EKU.
- Implement an articulation agreement with Somerset Community College in the technology discipline.
- Host transfer road shows to raise awareness of available options and

tools that make transfer easier; modify transfer orientation sessions to better meet student needs.

- Implement a scholarship program to attract the best and brightest transfer students.

To improve the one-year retention rate of first-time freshmen, Eastern will:

To increase graduation rates, EKU will hire staff to provide one-on-one mentoring and tutoring and deliver leadership efforts in student affairs as a certificate program titled E-LEAD (Eastern's Leadership Education and Development).

- Enhance first-year retention programs, such as new student days, orientation classes, the Weaver Tutoring and Enrichment Center, the PLUS Mentoring Program, the First Steps to College Success Summer Bridge Program, the Academic Advising and Early Alert Program, Steps to Success, Life Skills Program, and FRESH TIPS—Freshmen Receiving Educational and Social Help Towards Improving Potential Success.
- Expand first-year programs to residence halls and create better linkages between academic programs and residence life through enhanced living/learning communities.
- Enhance and expand retention efforts within academic departments.
- Review developmental courses annually to ensure they are achieving their goals.
- Review entry-level courses to understand failure and dropout rates.
- Develop and improve advisor trainings and evaluations.
- Train more than 40 pre-teaching EKU students to be mini recruiters, mentors, and Future Educator of America aides on behalf of students in the College of Education.
- Continue to implement the LINKED program—Leaders involved in influencing Knowledge, Education, and Development, a student involvement and leadership program for residential first-year students.
- Develop and implement a comprehensive plan for minority student retention.

To increase graduation rates, Eastern will:

- Refine a seamless admission, registration, and advising model.
- Further enhance an early intervention program for academic and personal issues.
- Hire staff to provide one-on-one mentoring and tutoring and deliver leadership efforts in student affairs as a certificate program titled E-LEAD (Eastern's Leadership Education and Development). Once students complete the certificate portion of the program, they will be trained as mentors for the incoming E-LEAD class.

- Expand and improve student services at extended campus sites.
- Improve the retention of upper-level students in programs with low graduation rates.
- Offer degree programs to serve regional needs and allow students to return to their home areas. For example:
    - EKU's Department of Occupational Therapy received a three-year, $992,143 federal grant from the Quentin Budrick Rural Interdisciplinary Health Project, Bureau of Health Professions, Health Resources and Services Administration, to prepare graduates to provide interdisciplinary services to rural Appalachian youth with mental health needs. PRISYM (Providing Rural Interdisciplinary Services to Youth with Mental Health Needs) targets 16 underserved Kentucky counties that comprise Regions 12 and 13 of the Kentucky Department of Mental Health and Mental Retardation Services.
    - EKU's Department of Baccalaureate and Graduate Nursing received a $939,316 grant from the U.S. Department of Health and Human Services to add a new psychiatric-mental health nurse practitioner option to its existing master's degree programs. Classes will be available via the Kentucky Telelinking Network (KTLN) at extended campus sites.

To promote and support diversity, EKU will improve initiatives that retain and support a diverse student body, such as the Office of Multicultural Student Affairs, Black Graduate Student Association, . . . and a zero tolerance program.

To promote and support diversity, Eastern will:

- Continue to implement the Diversity Faculty Recruitment and Retention Incentive Plan to hire more minority faculty. Improve initiatives that retain and support a diverse student body, such as the Office of Multicultural Student Affairs, Black Graduate Student Association, Students Persisting in the College Environment mentoring program, historically black fraternities and sororities association, and a zero tolerance program.
- Continue to award Joanne Glasser Diversity Scholarships, Dr. Rodney Gross Scholarships, and MERR Scholarships.
- Continue to implement and evaluate the Ronald E. McNair Post-Baccalaureate Degree Program, one of six TRIO funded projects of the U.S. Department of Education. The program goal is to prepare underrepresented students to apply for doctoral programs.
- Implement several initiatives in the area of equal opportunity, including: 1) In collaboration with Human Resources, include equal opportunity training in all faculty and staff orientation sessions; 2) expand training

opportunities about staff and faculty rights and responsibilities related to diversity on campus; 3) conduct a recruitment and selection plan project to create a more educated and organized selection environment in order to attract better qualified and more diverse applicant pools; 4) establish a new partnership with Public Safety and expand its relationship with university housing to provide a team response to alleged incidents of bias and harassment that occur in residence halls and elsewhere across campus.

- Hire a minority recruiter in the College of Education; increase the number of minority students in the Future Teacher Corps.
- Launch a program in the Master of Public Health program, Department of Environmental Health Sciences, with the Centers for Disease Control (CDC) and EKU's Diversity Office, to recruit minority students into the Environmental Health program.
- Continue to implement themes of diversity across the curriculum; enhance programs in African-American Studies, Women's Studies, and Appalachian Studies.

To increase net external funding, Eastern will:

- Advance EKU's first comprehensive capital campaign, one of the top priorities of the Eastern Kentucky University Foundation and the university's board of regents. President Glasser, working closely with the foundation, is dedicating considerable time and effort in re-engaging Eastern's alumni and securing much needed support. Campaign priorities include endowment support for students, faculty, and programs, and support for capital improvements and new initiatives.
- Successfully complete a search for an Associate Vice President of Research and Graduate Education; hire a Director of Sponsored Programs, Grants, and Contracts.
- Increase the number of grant proposals funded (e.g., OSHA Susan Hardwood Grant) by expanding Sponsored Programs, Grants, and Contracts Office staff and increasing awareness of giving opportunities.
- Improve the outreach efforts of Continuing Education and Outreach; the Small Business Development Center; the Center for Economic Development, Entrepreneurship, and Technology; and other EKU centers and programs.
- Market Workforce Education and EKU OSHA Training Institute Education program to increase revenue from course registration fees and company training contracts.

EKU's capital campaign priorities include endowment support for students, faculty, and programs, and support for capital improvements and new initiatives.

- Develop and enhance outreach efforts of the Justice and Safety Center, the Training Resource Center, and the Center for Criminal Justice Education and Research. Pursue and implement initiatives with the Cabinet for Economic Development's Office of Innovation and Commercialization for a Knowledge-based Economy.

Kentucky State University

CPE Key Indicators of Progress

KSU met its performance goals for:

- Graduate enrollment, which increased from 146 in 2002 to 168 in 2003.
- The number of community and technical college transfers, which increased from 17 in 2002 to 21 in 2003.
- The six-year graduation rate of bachelor's degree students, which increased from 27.2 percent in 2002 to 39 percent in 2003.
- Several benchmarks in the 2003 National Survey of Student Engagement: First-year students scored KSU higher than predicted on three of five benchmarks—*level of academic challenge*, *student interactions with faculty members*, and *enriching educational experiences*. Seniors scored KSU higher than predicted on one of the five benchmarks—e*nriching educational experiences*.

KSU did not meet its performance goals for:

- Undergraduate enrollment, which despite increasing from 2,107 in 2002 to 2,138 in 2003, remained below the goal.
- The retention rate of first-time freshmen, which despite increasing from 62.3 percent in 2002 to 67.7 percent in 2003, remained below the goal.
- Several benchmarks in the 2003 National Sruvey of student Engagement: First-year students scored KSU lower than predicted on a*ctive and collaborative learning* and *supportive campus environment*. Seniors scored KSU lower than predicted on the four benchmarks other than *enriching educational experiences*.

The 2003 National Survey of Student Engagement also revealed:

- Forty-nine percent of first-year students and 38 percent of seniors participated in a community-based project as part of a regular course.
- Thirty-six percent of first-year students and 44 percent of seniors participated in volunteer work outside of class.
- Twenty-eight percent of first-year students and 41 percent of seniors reported that their college experience contributed to knowledge, skills, and personal development in contributing to the welfare of their community, compared to 27 and 56 percent respectively in 2001.
- Twenty-nine percent of first-year students and 32 percent of seniors reported that their experiences at KSU contributed to the development of their voting behavior.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2002-03, KSU showed continuous progress on five of seven objectives, qualifying for automatic eligibility status (i.e., KSU was automatically eligible to add new degree programs during 2004). Performance for 2003-04 will not be available until January 2005.

During the 2003-04 academic year, KSU achieved a 100 percent pass rate on the PRAXIS II Examination.

Additional Institutional Measures

The following represent additional indicators by which KSU measures its progress toward the goals of HB 1:

- During the 2003-04 academic year, KSU achieved a 100 percent pass rate on the PRAXIS II Examination. The School of Education is continuing to promote and support student success by establishing a policy that students must pass the Praxis exam before graduation, aligning curricula to the test, and offering opportunities such as PRAXIS II prep classes and tutoring sessions. The University is preparing for the NCATE visit in spring 2005 by ensuring all components of the Comprehensive Assessment Plan for the teacher education program have been addressed.
- During the 2003-04 academic year, 29 nursing students took the NCLEX Examination with a 100 percent pass rate. A total of 30 students graduated: 26 with associate degrees and four with bachelor of science degrees in nursing.
- A "Rising Junior Assessment" (RJA) is administered to a sample of

students with 60 semester hours of collegiate level credits to determine if they have acquired a quality liberal arts or general education. In fall 2003, 119 students tested and all received passing scores; 59 students earned scores at or above the national average for one or more subjects. In spring 2004, 110 students tested and all received passing scores; 50 earned scores at or above the national average for one or more subjects.

Annual income for aquaculture in Kentucky could readily exceed $15 million with proper support for expansion, diversification, and technical assistance.

Program of Distinction

KSU's aquaculture program has statewide responsibility for all aspects of aquaculture in Kentucky (KRS 260.039). Production acreage in Kentucky continues to increase; a recent assessment report by the VanErden Group, commissioned by the Governor's Office of Agricultural Policy, found that annual income for aquaculture in Kentucky could readily exceed $15 million with proper support for expansion, diversification, and technical assistance.

Highlights in 2003-04 include:

- The academic year 2003-04 represented a year of growth and expansion. Program productivity remained very high with the publication of 27 refereed journal articles, seven book chapters, and 44 abstracts. Students were heavily involved in this research, authoring 11 of the journal articles and 20 of the published abstracts.
- In September 2003, bids were opened for a new multi-purpose building at the Aquaculture Research Center. The structure will contain the Division's first "real" classroom, which will be equipped with distance learning technologies so faculty can teach at other schools in Kentucky, the U.S., and the world. The building also will house a seminar room (capacity 50), a library, a disease diagnostic laboratory, a food science/processing lab, several faculty offices, and much-needed space for graduate students. Each student will have a dedicated computer and study space.
- Recently completed facility enhancements include a pond-microcosm facility with twenty-four 5,000-gallon tanks supplied with reservoir water. This capacity is needed to support the thesis research requirements for graduate students. A renovation of the main water supply reservoir also was completed. This project should almost double the supply of surface water available for the research facility.
- The renovation of an unused computer van into a state-of-the-art mobile aquaculture classroom holds unlimited potential, as it will be used

to teach aquaculture to primary, middle, and secondary schools across Kentucky and surrounding states. The program has identified over 70 K-12 programs across Kentucky already teaching aquaculture or using aquaculture in their science curricula. The statewide educator at KSU who will be working with the K-12 teachers also will serve as a recruiter for both the undergraduate and graduate programs at KSU.

- In 2003, Kentucky farm-raised freshwater prawn were processed at the Purchase Area Cooperative and, for the first time, sold at four Kroger stores in Louisville, Lexington, and Frankfort. This effort is being expanded to over 50 Kroger stores in 2004.
- Aquaculture's media outreach also has experienced dramatic growth. The web site, www.ksuaquaculture.org, received approximately 1,800 hits per month, or 22,000 for the year. Two primary publications were developed: 1) "Selling Freshwater Prawns at Kentucky Food Festivals," a 30-page manual providing the basics of site selection, regulations, permits and inspections, economics, equipment, booth layout, and insurance; and 2) "Processing and Marketing Aquaculture Products on a Small Scale," a 95-page guide that has been disseminated statewide, nationally, and internationally. Four-color display recruiting ads for the aquaculture program and its fish genetics online course were placed in three publications: *World Aquaculture, American Fisheries,* and *Aquaculture Magazine*. An 11" X 17", four-color poster featuring 12 photos of aquaculture students and faculty was produced to aid student recruitment.

Kentucky State University entered into a number of new collaborative programs and initiatives to increase the quality and access of its offerings, consistent with the objectives of HB 1.

Collaborative Programs and Initiatives

Kentucky State University entered into a number of new collaborative programs and initiatives to increase the quality and access of its offerings, consistent with the objectives of HB 1. Significant partnerships include:

- The Criminal Justice program expects to finalize an agreement with Lexington Community College (LCC) in fall 2004 to allow LCC students who complete requirements for an Associate degree in criminal justice to take upper division courses at Kentucky State University and receive a baccalaureate degree in criminal justice. KSU plans to formulate articulation agreements with other KCTCS institutions with Associate degrees in Criminal Justice.
- A Memorandum of Agreement between the Commonwealth of Kentucky Commerce Cabinet, Department of Fish and Wildlife Resources (DFWR), and Kentucky State University to provide scholarships for KSU

students in criminal justice who agree to work for the DFWR immediately upon graduation for a period equal to the length of the scholarship. To be eligible, students must have completed 30 semester hours, be enrolled as a full-time student at KSU, have a cumulative GPA of 2.8, and have declared a major in criminal justice.

- Enhancements to the University Scholars Program and the endorsement curriculum offered in conjunction with the University of Kentucky to prepare KSU majors in social work for graduate study at UK or for work as a rehabilitation counselor. KSU students who complete the endorsement curriculum (four rehabilitation courses taught by UK faculty on KSU's campus) can receive a certificate qualifying them to work as a rehabilitation counselor, as well as credit that can be applied toward a graduate degree in vocational rehabilitation at UK.
- A partnership with the Cabinet for Families and Children, Department for Community Based Services to provide scholarships for KSU social work majors who are interested in working for the state in the area of child abuse. Students accepted into the program receive tuition scholarships for four semesters as well as a $1,300 stipend each semester.
- An articulation agreement with KCTCS for an online psychology class, which was finalized March 2004.
- An agreement among KSU's Office of Continuing and Distance Education, its School of Business, and the Kentucky Real Estate Certification Board for a real estate pre-license certification program that prepares students for Kentucky's real estate licensing exams. In August 2004, the Kentucky Real Estate Certification Board approved KSU as an authorized pre-licensing certification training institution. This program is funded through a grant awarded by the Kentucky Real Estate Commission (KREC). The Office of Continuing and Distance Education is currently investigating the possibility of starting a real estate appraisal program.

A partnership with the Cabinet for Families and Children, Department for Community Based Services to provide scholarships for KSU social work majors who are interested in working for the state in the area of child abuse.

Major Initiatives for Next Year

The most significant initiatives slated for 2004-05 will focus on improving student advising and increasing enrollment, retention, and graduation rates, which are areas of concern for KSU.

To increase enrollment, KSU will:

- Develop an enrollment management team and an enrollment action team to study issues related to the first-year experience (new student

orientation, effective student advising, registration, etc.) and recommend changes as necessary.

- Develop and use a student success team to provide feedback and suggestions for improving the KSU student experience.
- Place an undergraduate application for admission on www.GoHigherKy.org, a Web portal sponsored by the Kentucky Higher Education Assistance Authority in partnership with the Council.
- With the University Faculty Senate, respective academic deans and department chairs, and university faculty, establish and articulate clear, comprehensive, and coherent enrollment goals for the 2005-2006 cycle. The criteria for the development of enrollment goals will include: number of new students desired; qualitative characteristics of those new students; desired geographic distribution; and desired ethnicity, age, and gender.
- Based on articulated enrollment goals, identify specific themes to be used in an effective marketing and recruitment plan. Produce a DVD that can be disseminated to prospective students.
- Organize and activate the Enrollment Management Advisory Council (EMAC), to be composed of exemplary secondary school counselors from targeted Kentucky counties. The council will advise the institution on matters related to effective marketing of KSU to targeted areas of the Commonwealth.
- Thoroughly review and revise formal letters and materials used to influence prospective students to enroll.
- Continue to provide skill development opportunities for high school students who are academically unprepared for college-level work through the Summer Bridge Program.
- Continue and improve current outreach programs for minority and disadvantaged middle and high school students to increase early college awareness and planning.
- Provide admissions and financial aid counselors with formal training in relationship management that covers such topics as working with students, interviewing techniques, and presentation skills.
- Visit each high school in Kentucky at least once a year. Use alumni, current students, and data to shape high school counselors' perceptions of KSU.
- Develop non-traditional channels for disseminating KSU marketing materials, such as partnerships with regional churches to provide information directly to youth who attend affiliated churches throughout the state.
- Structure and implement an admissions flow system that facilitates

greater levels of cooperation among offices, as well as punctual and continuous follow through regarding admissions procedures and processes. Provide comprehensive training sessions for selected staff to support all elements of enrollment management.

To improve student advising, KSU will:

- Facilitate a thorough assessment of current advising procedures in an effort to ensure that the most effective system is utilized.
- Identify and assign of a cadre of skilled, effective academic advisors from across academic units who will be charged with and compensated for the implementation of systematic student advisement.
- Undertake a strategic tele-counseling initiative aimed at improving student advising through the implementation of a proven technological model to document and monitor advising activities and provide immediate feedback to students.

KSU will continue to implement previous initiatives to increase enrollment and retention, such as:

- Revamping the First-Year Experience (FYE) program, strengthening the university orientation program (UNV 101), and providing freshman convocations addressing academic, social, economic, and cultural challenges.
- Strengthening student support services, such as the Communication Skills Center (CSC) and the Peers Empowering Peers (PEP) program.
- Strengthening the center for non-traditional students to provide mentoring and tutorial services.
- Increasing evening and weekend course offerings on and off campus to better accommodate students' educational needs.
- Increasing online and alternative course offerings through the Office of Community and Distance Education.
- Enhancing opportunities for faculty development.
- Devising more user-oriented services for the KSU library, once it achieves more stability with a full complement of staff.
- Establishing a curriculum library for education majors in Hathaway Hall.
- Planning a visiting faculty program with special appeal to outstanding African-American faculty members with an interest in teaching at an

KSU will continue to implement previous initiatives to increase enrollment and retention, such as increasing evening and weekend course offerings on and off campus to better accommodate students' educational needs.

HBCU. Inviting African-American leaders and professionals in various disciplines as visiting faculty, speakers for convocations, and instructors for university orientation classes.

Morehead State University

CPE Key Indicators of Progress

Morehead met its performance goals for:

- Undergraduate enrollment, which increased from 7,712 in 2002 to 7,929 in 2003.
- The six-year graduation rate of bachelor's degree students, which increased from 43.8 percent in 2002 to 44.2 percent in 2003.
- Several benchmarks in the 2003 National Survey of Student Engagement: First-year students scored Morehead higher than predicted on three of five benchmarks, including *level of academic challenge*, *student interactions with faculty members*, and *enriching educational experiences*. Seniors scored Morehead higher than predicted on two of five benchmarks–*active and collaborative learning* and *enriching educational experiences*.

Morehead did not meet its performance goals for:

- Graduate enrollment, which decreased from 1,678 in 2002 to 1,580 in 2003.
- The retention rate of first-time freshmen, which decreased from 75.1 percent in 2002 to 73.3 percent in 2003.
- The number of community and technical college transfers to Morehead, which decreased from 272 in 2002 to 221 in 2003.
- Several benchmarks in the 2003 National Survey of Student Engagement: First-year students scored Morehead lower than predicted on *active and collaborative learning* and *supportive campus environment*. Seniors scored Morehead lower than predicted on three of the five benchmarks.

The 2003 National Survey of Student Engagement also revealed:

- Twenty-four percent of first-year students and 35 percent of seniors participated in a community-based project as part of a regular course.

- Twenty-six percent of first-year students and 40 percent of seniors participated in volunteer work outside of class.
- Thirty-four percent of first-year students and 37 percent of seniors reported that their college experience aided their knowledge, skills, and personal development in contributing to the welfare of their community.
- Eighteen percent of first-year students and 23 percent of seniors reported that their experiences at Morehead contributed to the development of their voting behavior.

The Institute for Regional Analysis and Public Policy (IRAPP), Morehead's program of distinction, continues to gain national reputation.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2002-03, Morehead showed continuous progress on two of eight objectives, qualifying for qualitative eligibility status (i.e., new degree programs had to be implemented under the waiver provisions during 2004). Performance for 2003-04 will not be available until January 2005.

Additional Institutional Measures

Morehead State University continues to make significant progress in attaining a level of excellence in institutional effectiveness.

- The third annual Report Card was produced in December 2004, which measured progress in meeting the goals and objectives established in *Pride and Promise*, the 2001-2006 strategic plan. The plan focuses on meeting the goals of the *Kentucky Postsecondary Education Improvement Act*.
- The university's annual assessment reports completed by all departments and offices reported the specific measurement outcomes that served as the basis for prioritizing and funding a significant number of strategic initiatives. Morehead continues to prove its commitment to and actualization of linking planning and budgeting—the optimal environment for institutional effectiveness.
- Additionally, Morehead has entered the fourth year of a ten-year cycle of academic program review. At the end of the current year all departments and academic programs will have completed the first iteration of the rigorous five-year review to determine strengths, weaknesses, and opportunities that enable the development and implementation of well-focused action plans for each department.

Program of Distinction

The Atlas of Appalachia—*developed by IRAPP with support from Western Kentucky University, the University of Kentucky, East Carolina University, Marshall University, and others—is scheduled for release on CD-ROM in early 2005.*

The Institute for Regional Analysis and Public Policy (IRAPP), Morehead's program of distinction, continues to gain national reputation. Highlights of the 2003-04 academic year and plans for 2004-05 include:

- IRAPP employed fourteen additional full-time staff and one part-time staff with resources from federal grants and projects. With funding from Title IV-E of the Adoption Assistance and Child Welfare Act, IRAPP's Training Resource Center employed two full-time personnel, a director, and a training coordinator. The USDE-funded GEAR UP project employed a director, an assistant director, an administrative secretary, a field coordinator, and six student facilitators. The HUD-funded Community Outreach Partnership Center (COPC) employed a full-time director and a part-time assistant director. The Institute for Correctional Research and Training employed a full-time research assistant for publications.
- IRAPP received federal funding to extend the collaboration with the University of Kentucky's Martin School of Public Policy through formation of the Center for Intergovernmental Research.
- Research infrastructure investment in remote sensing and in Geographic Information Systems (GIS) also are being undertaken to position MoSU and the Commonwealth for funding opportunities in the Department of Defense (Office of Homeland Security). Collaboration with state and federal partners in Kentucky's "height modernization initiative" also remains a priority.
- A web edition of *The Kentucky Encyclopedia*, produced under contract for the University Press of Kentucky, continues to be hosted by IRAPP.
- The Center for Virtual Appalachia (CVA), developed and hosted by IRAPP at http://cva.morehead-st.edu, links users to Appalachian data, resources, history, and culture. In December 2003 a new version of CVA was launched. In 2003-04 there were 6,607,167 hits, a 140 percent increase over the previous year.
- IRAPP will collaborate with the MoSU College of Science and Technology to establish the Space Science Center. The Office of Economic Development and Research Outreach will be created through this project as a joint program between MoSU's College of Science and Technology and IRAPP. This effort will connect research and science to the region and provide the type of telecommunications infrastructure that makes eastern Kentucky competitive in the information age economy.

- *The Atlas of Appalachia*—developed by IRAPP with support from Western Kentucky University, the University of Kentucky, East Carolina University, Marshall University, and others—is scheduled for release on CD-ROM in early 2005.
- With funding from the Department of Housing and Urban Development, IRAPP opened a Community Outreach Partnerships Center (COPC) in downtown Morehead. COPC will address five major development issues: community organizing and planning, economic development and neighborhood revitalization, education, housing, and the environment.
- To develop the research infrastructure and increase the output of Morehead State University faculty, IRAPP enrolled MoSU in the Community of Science (COS), which provides a platform for efficient collaboration with colleagues across institutions and provides regularized research and funding information in faculty fields tailored to faculty research agendas. COS is the leading e-research community for academic research, and Morehead State joins a select group of research universities, including Yale, MIT, Johns Hopkins, Duke, and Stanford. The only other Kentucky higher education member is the University of Kentucky.
- IRAPP received $2,713,434 in new grants in 2003-04. Of these, nine were federal awards totaling $2,565,783 (compared to $2.8 million in 2002-03), and three were state awards totaling $136,126 (compared to $130,116 in 2002-03).

Collaborative Programs and Initiatives

Morehead entered into a number of collaborative programs and initiatives to increase the quality and access of its offerings. Significant community and statewide partnerships include:

- As a member institution of the American Association of State Colleges and Universities American Democracy Project, Morehead joined with other Kentucky public universities to form the Kentucky Consortium for Civic Engagement.
- Morehead State University partnered with Eastern Kentucky University, Hazard Community and Technical College, and KCTCS to offer baccalaureate and graduate programs in the Kentucky River Area Development District.
- In collaboration with Hazard Community and Technical College and Big Sandy Community and Technical College, Morehead State University

As a member institution of the American Association of State Colleges and Universities American Democracy Project, Morehead joined with other Kentucky public universities to form the Kentucky Consortium for Civic Engagement.

relocated to new facilities in Prestonsburg and Jackson, thus creating a seamless educational environment to assist students to move from the associate degree to the bachelor's degree.

- Morehead State University collaborated with the Montgomery Community Development Board to increase the educational and professional development opportunities by establishing a regional campus at the Clay Community Center in Mt. Sterling.
- Morehead collaborated with Hazard Community and Technical College, Southeast Community and Technical College, and Eastern Kentucky University to implement the federally funded Commonwealth Educational Opportunity Program in southeast Kentucky that encourages low-income and first-generation adults to pursue postsecondary education.
- Morehead State University partnered with Maysville Community and Technical College, Ashland Community and Technical College, and the adult education programs in Bath, Boyd, Carter, Fleming, Montgomery, Morgan, and Rowan counties to receive CPE funding to increase the awareness of postsecondary education and postsecondary enrollment of GED graduates (GED Ticket).
- Morehead is one of nine postsecondary partners in a five-year, $22.5 million National Science Foundation Appalachian Mathematics and Science Partnership Grant to enhance mathematics and science teaching and learning in P-12 across 51 Appalachian public school districts.
- Collaboration between Morehead State University, the University of Kentucky, and St. Claire Regional Medical Center provides a master's level program in physician assistant studies with a cohort of 16 students per year.
- MoSU's baccalaureate degree nursing program, in collaboration with UK, provides ADN graduates dual credit toward the BSN completion program (RN-Track) and UK advanced practice nursing programs (MSN) in public health, family nurse practitioner, clinical nursing specialist, and management.
- MoSU's associate degree nursing program collaborates with KCTCS and other LPN programs to provide credit for the first two semesters of required nursing courses for the ADN (RN) Program.
- In conjunction with the University of Kentucky Cooperative Extension Leaders in the eastern region, the UK/MoSU Farmers Field Day was held at Derrickson Agricultural complex at MoSU.
- In collaboration with Rowan Technical College and Kentucky State University, Morehead's agricultural sciences faculty and staff assist the Mt.

Morehead is one of nine postsecondary partners in a five-year, $22.5 million National Science Foundation Appalachian Mathematics and Science Partnership Grant to enhance mathematics and science teaching and learning in P-12 across 51 Appalachian public school districts.

Sterling Shrimp Cooperative by establishing a demonstration facility to promote alternative agricultural initiatives to replace raising tobacco.

- Faculty and staff from MoSU and UK, UK extension agents, and area vocational agriculture teachers collaboratively provided a two-day clinic and livestock show to promote animal sciences projects among young farmers in eastern Kentucky. There were nearly 700 entries in the 2004 Kentucky Junior Livestock Expo East.
- The Ohio River Basin Consortium between Morehead, NKU, UK, Murray, and Thomas More College builds relationships among industry, higher education institutions, and government to help solve water-related environmental issues.
- MoSU has established a collaborative MOA with KCTCS to facilitate the transfer of KCTCS radiography graduates into MoSU's BS in Imaging Science.
- MoSU, in collaboration with five other state universities, (UofL, UK, NKU, EKU, and WKU) recently received a five-year, $17 million grant from the National Institutes of Health to enhance biomedical research.
- The MoSU Water Testing Laboratory collaborates with the Kentucky Division of Water to manage both the state Laboratory Certification Program and the Principal Microbiology Laboratory for drinking water analysis.
- MoSU and the University of Kentucky's Morgan County Regional Technology Center (MCRTC) are offering an associate degree program in telecommunications and computer technology.
- The department of geography, government, and history, in exploring the feasibility of a master's degree program in public history, has established a collaborative relationship with the Kentucky Heritage Council and the state's tourism director to provide internship opportunities for MoSU students.
- Morehead State University and Ashland Community and Technical College signed an agreement to offer a seamless degree program in social work.
- The University Theatre Program, in collaboration with both Cardinal Hill Hospital and Pathways Incorporated, has developed theatre classes leading to performance by hospitalized and disabled artists in plays.
- Morehead State University, in partnership with local schools, supported 42 faculty members in serving as visiting faculty in the Professors in the Schools Fellowship.
- Morehead State University faculty, in partnership with Kentucky

Educational Development Corporation and seven large high schools (1000+), provided assistance in securing funding for a Smaller Learning Communities grant.

- Faculty in Morehead State University math and science departments worked in partnership with several schools in a "Tiered Mentor Program" to assist teachers in developing research skills in math and science.

Major Initiatives for Next Year

Some of the more significant initiatives planned for next year focus on improving enrollment, transfer, graduation, and retention rates, which are areas of concern for Morehead.

To increase enrollment and access, Morehead will:

- Develop new strategies to increase the number of GED graduates and adults pursuing postsecondary education.
- Initiate the marketing of private residence hall rooms and suites.
- Emphasize the use of management data in marketing strategies.
- Continue to develop more graduate and undergraduate degree programs available through distance learning.
- Implement new initiatives to attract greater numbers of undergraduate and graduate international students.

To improve graduation and retention rates, Morehead will support student initiatives developed through the Student Government Association—for example, the planning and development of a student recreation center.

To increase the number of students transferring from KCTCS, LCC, and other universities, Morehead will:

- Establish a new position dedicated to recruiting KCTCS transfer students.
- Develop additional transfer programs with KCTCS and LCC.
- Work with KCTCS and LCC advisers and faculty to keep them informed of transfer agreements and the transfer process.
- Improve student advising on available transfer options and tools.
- Streamline processes for admitting transfer students and evaluating transcripts.

To improve graduation and retention rates, Morehead will:

- Support student initiatives developed through the Student Government

Association—for example, the planning and development of a student recreation center.

- Continue to implement student support services to increase student academic success, especially through the Center for Teaching and Learning.
- Strengthen the university's retention plan to further improve the success of all students, especially minority, transfer, under-prepared, and adult students.
- Develop an articulation agreement with KCTCS to define specifically the courses KCTCS graduates need to take at both a KCTCS institution and Morehead to complete their associate and bachelor's degrees.
- Continue to refine and promote the use of the Eagle Express Lane, which enables students to set up and activate a Web account, view course offerings and register for classes, make housing and dining/meal plan selections, pay tuition and expenses, order textbooks, and register a vehicle to obtain a parking permit.

Murray State University

CPE Key Indicators of Progress

Murray met its performance goals for:

- Undergraduate enrollment, which increased from 8,088 in 2002 to 8,385 in 2003.
- The six-year graduation rate of bachelor's degree students, which increased from 55.4 percent in 2002 to 56.3 percent in 2003.
- Several benchmarks in the 2003 National Survey of Student Engagement: First-year students scored Murray higher than predicted on all five benchmarks–*level of academic challenge*, *active and collaborative learning*, *student interactions with faculty members*, *enriching educational experiences*, and *supportive campus environment*. Seniors scored Murray higher than predicted on three of five benchmarks–*level of academic challenge*, *student interactions with faculty members*, and *supportive campus environment*.

Murray did not meet its performance goals for:

- Graduate enrollment, which decreased from 1,832 in 2002 to 1,715 in 2003.
- The retention rate of first-time freshmen, which decreased from 77.0

percent in 2002 to 74.3 percent in 2003.

- The number of community and technical college transfers to Murray, which decreased from 317 in 2002 to 309 in 2003.
- One benchmark in the 2003 National Survey of Student Engagement: Seniors scored MuSU lower than predicted on *active and collaborative learning*. The predicted score equaled the actual score on e*nriching educational experiences*.

Murray is placing particular emphasis on measures that will increase access and educational opportunity for all citizens in western Kentucky and ensure they can participate in a wide range of programs of nationally recognized quality.

The 2003 National Survey of Student Engagement also revealed:

- Thirty percent of first-year students and 40 percent of seniors participated in a community-based project as part of a regular course.
- Forty-three percent of first-year students and 39 percent of seniors participated in volunteer work outside of class.
- Forty-one percent of first-year students and 39 percent of seniors reported that their college experience contributed to knowledge, skills, and personal development in contributing to the welfare of their community.
- Twenty-eight percent of first-year students and 23 percent of seniors reported that their experiences at Murray contributed to the development of their voting behavior.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2002-03, Murray showed continuous progress on six of eight objectives, qualifying for automatic eligibility status (i.e., Murray was automatically eligible to add new degree programs during 2004). Performance for 2003-04 will not be available until January 2005.

Additional Institutional Measures

Ten indicators are used to gauge Murray State's progress toward achieving Goal 4 of HB 1, and each represents an important part of the institution's efforts to realize its mission and its distinct role in the state's system of postsecondary education. All indicators are essential in arriving at a full assessment of performance; additionally, Murray State is serious about the qualitative mandate set forth in Goal 4 to provide programs of a quality at or above the national average. To that end, Murray State is placing particular emphasis on measures that will increase access and educational opportunity for all citizens in western Kentucky and ensure that they can participate in a wide range of bac-

calaureate and master's programs of nationally recognized quality. The indicators that seem to be most pertinent to these goals are as follow:

1. Maintain a six-year graduation rate at or above the national average and be among the leading institutions in the Commonwealth with respect to the five-year graduation rate of Kentucky transfer students. Meeting institutional goals with respect to these two indicators will lead to success in another critical area--the number of baccalaureate and graduate degrees conferred to citizens in the service region.

2. Improve access through collaboration with KCTCS institutions and increase undergraduate enrollment and transfers from KCTCS schools.

3. Provide rich, diverse environments for education and the realization of each student's potential. The Kentucky Plan sets appropriate guidelines for ensuring the existence of a talented, diverse faculty, and it establishes realistic goals for diversity within the student body. Additionally, Murray State University emphasizes internationalization in its strategic plan. Notions of diversity and internationalization are evident in two of the *Ten Characteristics of a Murray State University Graduate*: 1) Understand the dynamics of cultural diversity, of competing economic and political systems, and of complex moral and ethical issues while 2) valuing intellectual pursuit and continuous learning in a changing world.

4. Persist in efforts to seek and maintain the university's high national rankings along with the number and percentage of nationally accredited programs. Murray State University will continue to be ranked among the best public comprehensive universities in the nation in leading publications such as *U.S. News and World Report* and *Barron's*.

During 2003-04, the TSM program maintained the largest telecommunications database in the world. (www.eXroads.com).

Program of Distinction

The following information summarizes the accomplishments of the Telecommunications Systems Management Program (TSM), Murray's Program of Distinction. A more complete report on the accomplishments, goals, and measures of success for the TSM program was filed with the Council on October 15, 2004.

During 2003-04, the TSM program:

- Sponsored the third annual successful National Telecommunications Conference in Louisville for academic institutions with representation from over 30 colleges and universities.

- Led the formation of the International Telecommunications Education and Research Association (ITERA) and developed and maintained its web site.
- Attracted 45 students from across the Commonwealth through the online undergraduate program.
- Developed an option within the undergraduate curriculum for Cyber-Security.
- Revised the master's curriculum to meet current trends in telecommunications and began developing online courses.
- Maintained the largest telecommunications database in the world (eXroads.com).
- Supported collaborative research involving 13 faculty members. Promoted undergraduate and graduate student research that resulted in conference paper presentations.
- Developed a series of ten short courses for the national market and will develop a marketing plan next year.
- Developed the *National Journal for Telecommunications Education and Research*.
- Completed a mapping project, now offered through Connect Kentucky, that allows users to query a map location and find telecommunications services available at that location. Served on the board of the Connect Kentucky Project to assess the infrastructure for Kentucky's new economy.
- Converted a lab into the "Cyber Cave," a high technology telecommunication facility used to teach telecom courses to high school students. Successfully held a summer workshop for 17 high school students in the Cyber Cave.
- Hosted multiple career days both on and off campus to educate high school students about career opportunities in the information technology fields. Presentations reached over 900 students.
- Maintained a quality web site that receives 30-40 hits per day.

Next year, the Center for Telecommunications Systems Management will attract $300,000 in grant dollars for the year from faculty and center activities.

Next year, the Center for Telecommunications Systems Management will:

- Successfully integrate the national conference into a co-sponsored event with the International Telecommunications Education and Research Association (ITERA). Increase conference participation from 100 to 200 attendees.
- Further enhance the *Journal for Telecommunications Education and Research* utilizing only refereed articles.

- Strengthen the relationship with the United States Telecom Association.
- Develop a National Board of Advisors to assist the program's policy board in uncovering needed adjustments.
- Hire a permanent center director and two faculty members.
- Integrate an interdisciplinary faculty into a group that identifies with the telecommunications program.
- Attract $300,000 in grant dollars for the year from faculty and center activities.
- Attract funds to support a second year of summer workshops in the Cyber Cave.

Murray State has an articulation agreement allowing Kentucky Community and Technical College System graduates to transfer 60 hours of coursework into the Telecommunications Systems Management (TSM) program.

Collaborative Programs and Initiatives

The following list summarizes major collaborative initiatives at Murray State University, with particular emphasis on those that expand access to degrees through the development of articulation agreements and collaboration with other Kentucky institutions.

- The School of Agriculture received a National Science Foundation grant to start a bachelor of science degree program at the West Kentucky Regional Postsecondary Education Center in Hopkinsville to articulate with the associate in agricultural technology degrees from Hopkinsville, Madisonville, and Henderson community and technical colleges.
- Early childhood and elementary education, as well as adolescent, career, and special education, executed formal articulation agreements with KCTCS to provide 2+2 programs offering a more seamless transition from two- to four-year programs.
- The Department of Social Work, Criminal Justice, and Gerontology collaborates with Western Kentucky University for a master's of social work.
- Murray State's Department of Government, Law, and International Affairs signed an agreement with the School of Public Administration at Kentucky State University to offer undergraduate public administration courses online. The agreement with the Governmental Service Center's Kentucky Certified Public Management Program for the application of credit toward the undergraduate degree in public administration continues. Additionally, a transfer agreement in public administration has been finalized between Murray State, Kentucky State University, and the Kentucky Community and Technical College System.

- An initial agreement to offer a joint Master of Arts in teaching English to speakers of other languages has been reached between the Department of English and Philosophy and the University of Bahrain.
- The Department of Physics & Engineering is conducting preliminary discussions with the University of Kentucky to offer a joint environmental engineering program.
- Murray State has an articulation agreement allowing Kentucky Community and Technical College System graduates to transfer 60 hours of coursework into the Telecommunications Systems Management (TSM) program. A number of TSM courses are presently offered online through Kentucky Virtual University.
- Murray State and the University of Louisville offer a joint degree in electrical engineering and telecommunications engineering.
- The College of Business and Public Affairs signed a transfer articulation agreement with KCTCS for a 2+2 program leading to a bachelor's of business. A partnership with KYVU continues for online courses in the bachelor's of business program.

Major Initiatives for Next Year

Some of the more significant initiatives planned for next year focus on improving transfer and retention rates, which are areas of concern for Murray.

To improve the retention rate of first-time freshmen, Murray will:

- Continue the Residential College Program, the only one of its kind in the Commonwealth and the linchpin of the university's retention efforts.
- Expand the Passport to Success program, first implemented in fall 2003. This program provides incentives for incoming freshmen to become more involved in extracurricular activities. Preliminary results show the program has remarkable potential for enhancing student engagement.
- Increase focus on student advising through the implementation of an online advising center and an intrusive advising system for at-risk students that ensures they receive direct, personal assistance as they plan their educational programs.

To improve the number of community and technical college transfers, Murray will:

- Continue to articulate its academic programs with KCTCS. An agreement currently under development with KCTCS institutions in

Madisonville, Henderson, and Hopkinsville will bring a 2+2 baccalaureate degree in agriculture to citizens in these communities. The university has signed agreements with Madisonville and Henderson community colleges to offer a 2+2 program in interdisciplinary early childhood education, one of the state's identified teacher shortage areas, which will be implemented upon final approval by the Council. Agreements with Kentucky State University and KCTCS will facilitate students' ability to transfer from KCTCS or KSU to the bachelor's degree program in public administration at Murray State.

- Align general education requirements with KCTCS for easy transfer of credits.

To improve graduate enrollment, Murray will:

- Build on recent recruitment efforts, which include the publication of the first graduate school viewbook for prospective students, the hiring of a half-time graduate recruitment specialist, and the creation of a graduate student prospect database, which will be used exclusively for tracking and communicating with prospective graduate students.

To increase undergraduate enrollment, Murray will:

- Expand the Roads Scholars program at Murray State that provides direct linkages between university faculty teams and individual high schools in the region. In an effort to reach out to students and their families at a younger age and an earlier point in school, Murray has added Roads Scholars faculty resource teams for 11 middle schools in nine target districts within its service region.
- Pilot a college mentor program with a nearby school district. The university will provide a coordinator, transportation costs, and support materials for this project.
- Support its Teacher Quality Institute (TQI) in establishing future teacher organizations in the region's high schools in an effort to identify students in underrepresented groups who might become teachers.
- Host several hundred high school students in a day-long event promoting college going in general and the teaching field in particular.

To increase undergraduate enrollment, Murray will expand the Roads Scholars program at Murray State that provides direct linkages between university faculty teams and individual high schools in the region.

To increase campus diversity initiatives, Murray will:

- Establish and fund a minority graduate recruiting program to encour-

age individual colleges to seek out and recruit Kentucky resident minority students and provide them with graduate assistantships.

- Implement a McNair Scholars Program to provide incentives for selected students from underrepresented groups to move through the postsecondary education system and on to completion of the doctorate.
- Intensify ongoing efforts to increase diversity among the undergraduate student body, faculty, staff, and administration.

To increase civic engagement among the student body, Murray will:

- Establish university-wide student outcomes and publish them as "The Characteristics of a MSU Graduate." The characteristics will address the importance of ethical behavior and responsible citizenship.
- Participate in the American Democracy Project sponsored by the *New York Times* and the American Association of State Colleges and Universities (http://www.murraystate.edu/provost/am_democracy.htm).
- Continue the Service Learning Scholars program, which combines community service with specific learning objectives in a course. To become a Service Learning Scholar (SLS), students must complete 12 hours of credit in service learning designated courses and earn an overall GPA of 2.75 and a minimum GPA of 3.0 in the designated classes. The Service Learning Scholar designation is placed on student transcripts, and SLS students are recognized by the institution at Honors Day and by special insignia at graduation.

Northern Kentucky University

CPE Key Indicators of Progress

NKU met its performance goals for:

- Undergraduate enrollment, which increased from 12,164 in 2002 to 12,223 in 2003.
- Graduate and first-professional enrollment, which increased from 1,579 in 2002 to 1,722 in 2003.
- Several benchmarks in the 2003 National Survey of Student Engagement: First-year students scored NKU higher than predicted on all five benchmarks–*level of academic challenge*, *active and collaborative learning*, student *interactions with faculty members*, *enriching educational experiences*, and *supportive*

campus environment. Seniors scored NKU higher than predicted on four of five benchmarks—*active and collaborative learning*, *student interactions with faculty members*, *enriching educational experiences*, and *supportive campus environment*.

NKU did not meet its performance goals for:

- The retention rate of first-time freshmen, which decreased from 72.4 percent in 2002 to 67.5 percent in 2003.
- The six-year graduation rate of bachelor's degree students, which decreased from 37.8 percent in 2002 to 33.3 percent in 2003.
- One benchmark in the 2003 National Survey of Student Engagement: Seniors scored NKU lower than predicted on *level of academic challenge*.

Since 1997, NKU has partnered with more than 125 businesses and organizations on community and business development projects that made northern Kentucky a more attractive place to work and live.

The 2003 National Survey of Student Engagement also revealed:

- Fourteen percent of first-year students and 33 percent of seniors participated in a community-based project as part of a regular course.
- Thirty-six percent of first-year students and 42 percent of seniors participated in volunteer work outside of class.
- Thirty percent of first-year students and 29 percent of seniors reported that their college experience contributed to knowledge, skills, and personal development in contributing to the welfare of their community.
- Twenty-three percent of first-year students and 16 percent of seniors reported that their experiences at NKU contributed to the development of their voting behavior.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2002-03, NKU showed continuous progress on five of eight objectives, qualifying for quantitative eligibility status (i.e., new degree mprograms had to be implemented under the waiver provisions during 2004). Performance for 2003-04 will not be available until January 2005.

Additional Institutional Measures

NKU has established additional indicators to measure its impact on the state and local economy and its responsiveness to employer and workforce demands. Since 1997, NKU has partnered with more than 125 businesses and organizations on community and business development projects that made

northern Kentucky a more attractive place to work and live. Measures of NKU's progress in achieving its community and economic development goals include:

- Online programs in nursing and organizational leadership addressed worker shortages and student demand. During their first year of availability, there were 110 registrations in 22 online graduate nursing class sections. Enrollments in the organizational leadership program launched in summer 2003 have increased steadily to 223 registrations in 25 online class sections.
- NKU Grant County extension program student enrollment grew to 636, and 27 Grant County students successfully graduated from NKU in 2004. Both numbers are expected to increase in the coming year due to expanded facilities and additional academic programs. Other off-campus programs generated 367 registrations in 29 class sections. There is growing success in developing cohorts of students pursuing a common program.
- Milestones continued to accumulate for NKU's Metropolitan Education and Training Services (METS) Center, one of the nation's premier facilities for employee training and learning technology opportunities. In 2003-04, the number of clients exceeded 250, up from 200 the previous year, and included Federated Department Stores, Kroger, Lexmark, L'Oreal, Hill Top Research, Sisters of Charity Long Term Care, Toyota, Western Southern Life, and 3M Precision Optics. Cumulatively, METS has now provided services and offered or brokered programs for over 14,000 employees in 22 states, up from 2,000 employees the previous year.
- In support of regional economic progress, more than 62 separate services designed to support emerging entrepreneurial, knowledge-based businesses most likely to be attracted to northern Kentucky are provided by NKU's Small Business Development Center/Family Business Center, Institute for New Economy Technologies (iNET), Fifth Third Bank Entrepreneurship Institute, METS, Marketing Research Partnership Program (MRP2), Career Development Center (co-op/internships), and Mathematical and Statistical Consulting Center.
- The Mayerson Student Philanthropy Project teaches students about local human service needs and the impact of philanthropy by providing each "Mayerson course" with funds that students can award to local nonprofit agencies. During 2003-04, 240 students enrolled in 13 Mayerson courses; 52 grants, totaling $73,910, were awarded to local nonprofit organizations.

Milestones continued to accumulate for NKU's Metropolitan Education and Training Services (METS) Center, one of the nation's premier facilities for employee training and learning technology opportunities.

- Since its introduction in 1992, the University Community Partnership program has awarded over $350,000 for collaborative projects engaging NKU faculty and students with a community agency in order to address pressing local issues, such as senior wellness, homeless youths, learning disabilities, student achievement and retention, and community health.
- NKU undertook an institution-wide commitment to programs and services designed to enrich K-12 education, particularly in science and mathematics. Over 2,000 elementary, middle, and high school students enrolled in some form of math or science enrichment program sponsored by the Center for Integrative Natural Science and Mathematics (CINSAM), Center for Applied Ecology, Center for Civic Engagement, University/ School Partnerships, and Community Connections/Education Outreach.
- During 2003-04, the first year Community Connections existed as an operating unit on campus, 459 individuals enrolled in 36 non-credit classes and workshops. Examples of topics covered in the non-credit courses were ACT, SAT, GRE, GMAT, and LSAT test preparation; motorcycle riding and safety skills; foreign languages; and grant writing. Classes ranged from a single session to a series of six sessions. Additionally, Community Connections brought 295 elementary/middle school students and 27 adult chaperones to campus for interactive presentations, guided campus tours, and a lively backstage look at the university's concert hall. Bringing such young students to campus enriches their current learning experience and helps prepare them for their future.
- The NKU Collaborative for Adult Learners designed and delivered a three-part series of faculty development workshops on adult learner theory and practice that attracted a total of 61 enrollments. Within the first few months of inception, 91 adults attended the NKU Path Series Workshops, with participant workshop ratings of 4.4 on a 5.0 scale overall.
- Elderhostel served 481 individuals in 13 different programs. Examples of topics covered in Elderhostel programs were Kentucky history and heritage, Kentucky music, Kentucky thoroughbred racing, Cincinnati history and culture, Cincinnati's Old Germania, May Festival, Ohio River studies, and the brand new and very successful Cincinnati Flower Show. Programs ranged from four-day "Weekenders" to nine-day "Adventures Afloat."
- A 2003 Survey of NKU Outreach and Public Engagement identified that during the year: 1,110 known outreach activities took place; 3,770 NKU students participated; 197,210 community members were served; and 389 faculty and staff served on boards, committees, and commissions.

NKU undertook an institution-wide commitment to programs and services designed to enrich K-12 education, particularly in science and mathematics.

Program of Distinction

NKU's program of distinction is the Center for Integrative Natural Science and Mathematics (CINSAM). In 2003-04, CINSAM expanded its efforts, providing continuing professional education and enrichment programs to over 840 science and math teachers and more than 4,500 P-12 students; the previous year, 40 outreach opportunities and day camps were offered for local students and teachers leading to over 3,300 contacts between P-12 teachers and NKU faculty.

Since its creation in 1999, CINSAM has achieved a high level of success in meeting these needs, receiving national recognition for its work, and is poised to become a model program in mathematics and science education and outreach.

CINSAM was established to address four principal needs of the region and the state: (1) a cadre of well-prepared science and mathematics teachers in elementary, middle, and secondary schools; (2) opportunities for P-12 students to be engaged in "best practice" mathematics and science education that motivates them to prepare for advanced courses in these areas so critically important to the 21st century; (3) a workforce capable of solving complex scientific and technological problems; and (4) collaboration with the local companies, bringing to bear the intellectual capital and resources of NKU to address applied problems.

Since its creation in 1999, CINSAM has achieved a high level of success in meeting these needs, receiving national recognition for its work, and is poised to become a model program in mathematics and science education and outreach. Recent examples of CINSAM success are as follows:

- Regional corporations, individual supporters, and alumni provided over $6 million in private funding to equip the new natural science building with state-of-the-art equipment. Over $4 million in research grants has been achieved.
- Hundreds of students have been supported on faculty research projects over the last five years.
- Over 60 students have been involved with projects at local companies or institutions over the past four years.
- An average of ten students per year are receiving full scholarships in the sciences, mathematics, and/or science/math education.
- Associations between NKU faculty and local teachers have grown from four (chemistry, mathematics, physics, middle grades science) in 2000 representing about 85 teachers to eight (with the addition of Alliances for biology, earth and space, elementary math and science, and environmental education) in 2003-04 representing more than 250 teachers.

- Science, mathematics, and education faculty have offered in-service events and summer workshops for hundreds of teachers.
- CINSAM has aligned summer workshops for teachers with summer programs for school students, using the latter as "laboratories" where teachers observe faculty with students and gain hands-on experience.
- Over 4,000 P-12 students were involved in CINSAM enrichment activities during the 2003-04 academic year, including summer camps, a science fair, and the Kentucky State Lego League Robotics Competition, co-sponsored by Toyota and NKU.

As the university looks ahead, effort will be focused toward elevating CINSAM to the next level of excellence, enabling the program to reach more P-12 students and teachers, improve college-level science and mathematics teaching and learning, form partnerships with industry, and work with the community to stimulate job creation.

This spring NKU was selected among four universities to participate in a national project designed to demonstrate best practice in community engagement—what is sometimes referred to as "stewardship of place."

Collaborative Programs and Initiatives

NKU developed and sustained a number of cooperative programs and partnerships with other postsecondary institutions and the community. Highlights of 2003-04 include:

- This spring NKU was selected among four universities to participate in a national project designed to demonstrate best practice in community engagement—what is sometimes referred to as "stewardship of place." Sponsored by the American Association of State Colleges and Universities and supported by the W.K. Kellogg Foundation, this project is drawing national attention in its effort to strengthen community engagement at the more than 400 comprehensive universities throughout the nation.
- NKU and Gateway have established a dual enrollment program and continue to work collaboratively to ensure that student movement between the two institutions is seamless and that programs are complimentary, non-duplicative, and supportive of regional educational needs.
- The NKU Grant County program moved into an expanded, newly renovated, fully networked facility providing four smart classrooms, one seminar room, one conference room, one technology resource room with 13 computers, several offices, and 25 laptop computers for use in classroom instruction. The Center is now housed in what had been City of Williamstown's old city building. The city leased the building to the Grant

County Foundation for Higher Education for $1 per year. The foundation then raised over $100,000 from local donors to renovate the building, which NKU now occupies at no cost.

- The Maysville Community College Organizational Leadership learning cohort completed its degree program, and the Northern Kentucky Headstart cohort is continuing and expects to complete its program within the next academic year.
- The federally supported Urban Learning Center—a partnership between Thomas More College, Gateway, NKU, the Covington Public Schools, and Forward Quest—provides educational access for many who would otherwise be left behind.
- In the area of inter-university collaboration, NKU is working with the University of Cincinnati and Xavier University on three areas of common concern. They include enhancing P-12 education, particularly around math and science; strengthening the region's urban core; and enhancing student civic participation.

NKU, with the help of Procter & Gamble, launched the new Latino and Multi-Cultural Center that will help integrate Latinos and other international immigrants into higher education.

- NKU has aggressively pursued relationships with area business, government, and community organizations to utilize the resources of the university to attract businesses to Kentucky. The most notable accomplishment is the Northern Kentucky Technology Commercialization Triangle, a partnership of four cities, one county, a chamber of commerce, a regional economic development agency, and the regional New Economy Innovation and Commercialization Center. All of these agencies came together with the university to develop a full-color marketing brochure to promote the partnership, as well as the benefits of the region, to knowledge companies around the world. Technology Triangle efforts also are connected to rural partners in Grant County.
- The Fifth Third Entrepreneurship Institute is expanding its educational programs for both the campus and community, as well as coordinating the development of iNET, which will link technology faculty and students with companies that can use their assistance.
- In many ways, the Scripps Howard Center for Civic Engagement is the flagship of NKU's efforts to promote and strengthen public engagement. Among its most successful on-going projects are the Mayerson Student Philanthropy Project, Freedom Focused Service Learning, and a Get Out the Vote campaign. On October 5, The Scripps Howard Center for Civic Engagement hosted a statewide summit on civic literacy at which representatives from throughout the Commonwealth convened to discuss strategies to increase civic literacy and citizen participation in voting and other dimensions of civic engagement.

- NKU, with the help of Procter & Gamble, launched the new Latino and Multi-Cultural Center that will help integrate Latinos and other international immigrants into higher education.
- The partnership between the National Underground Railroad Freedom Center and NKU's Institute for Freedom Studies continues to expand, and the Institute has established a rich tradition of speakers from throughout the nation who help deepen cross-cultural understanding.

Major Initiatives For Next Year

Some of the more significant initiatives planned for next year focus on improving transfer, retention, and graduation rates, which are areas of concern for NKU.

To increase enrollment and transfer, NKU will:

- Allocate over $4.5 million in recurring funds to enhance and expand academic programs over the next two years. These funds, made possible by the board of regents' recent approval of the Academic Quality and Capacity Initiative, will add more full-time tenure track faculty and support new academic programs in education, information science, public policy, healthcare, business, and professional and applied ethics. The funds make it possible to sustain academic momentum and protect academic quality, even while confronting difficult budgetary challenges.
- Further strengthen academic advising, enhance library support, and expand community engagement.
- Work hand-in-hand with Gateway to ensure more students complete associate degrees and transfer to four-year programs.
- Continue intensive efforts to recruit, enroll, and retain non-traditional, adult students. For example, at the request of the Kenton County Airport Board, NKU will expand its course offerings at the airport so working adults can complete their general education requirements and earning a certificate in leadership entirely at that location.

To increase retention and graduation rates, NKU will:

- Strengthen academic advising at the college and department level. Move students into majors more quickly and expand the early warning program that identifies students in academic difficulty.

- Implement new admission standards over the next two years, beginning in the fall of 2005. NKU will no longer admit students who stand very little chance of succeeding at the university. University administration is currently meeting with area P-12 leaders to make sure high schools have time to prepare for these new standards.
- Create the new NKU Academy, which will provide a five-week summer program for incoming freshmen with deficiencies in their academic preparation.
- Develop strategies to promote the new admission standards, launch new advertising initiatives, and support new scholarships.

Western Kentucky University

CPE Key Indicators of Progress

WKU met its performance goals for:

- Undergraduate enrollment, which increased from 15,234 in 2002 to 15,798 in 2003.
- Graduate enrollment, which increased from 2,584 in 2002 to 2,593 in 2003.
- The number of community and technical college transfers to Western, which despite decreasing from 319 in 2002 to 296 in 2003, remained above the goal.
- The six-year graduation rate of bachelor's degree students, which increased from 41.0 percent in 2002 to 43.4 percent in 2003.
- Several benchmarks in the 2003 National Survey of Student Engagement: First-year students scored WKU higher than predicted on the following two benchmarks—*student interactions with faculty members* and *enriching educational experiences*. Seniors scored WKU higher than predicted on *enriching educational experiences*.

WKU did not meet its performance goals for:

- The retention rate of first-time freshmen, which decreased from 78.5 percent in 2002 to 77.6 percent in 2003.
- Several benchmarks in the 2003 National Survey of Student Engagement: First-year students scored WKU lower than predicted on *level of academic challenge*, *active and collaborative learning*, and *supportive campus environ-*

ment. Seniors scored WKU lower than predicted on four of the five benchmarks.

The 2003 National Survey of Student Engagement also revealed:

- Twenty-one percent of first-year students and 43 percent of seniors participated in a community-based project as part of a regular course.
- Thirty percent of first-year students and 41 percent of seniors participated in volunteer work outside of class.
- Thirty-three percent of first-year students and 36 percent of seniors reported that their college experience aided their knowledge, skills, and personal development in contributing to the welfare of their community.
- Twenty percent of first-year students and 24 percent of seniors reported that their experiences at WKU contributed to the development of their voting behavior.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2002-03, WKU showed continuous progress on five of eight objectives and fell short on one by only a few students, qualifying for quantitative eligibility status (i.e., new degree programs had to implemented under the waiver provisions during 2004). Performance for 2003-04 will not be available until January 2005.

Additional Institutional Measures

WKU tracks additional indicators of progress toward HB 1 goals, the most significant of which are:

- A fully articulated and integrated strategic planning process that includes online departmental action plans, as well as an annual planning report measuring progress on 77 major performance indicators.
- Graduating Student Surveys (both undergraduate and graduate) that gauge graduates' satisfaction levels with academic programs and student support services and facilities.
- The University Assessment Program that assures all academic programs and administrative and educational support services are regularly and systematically assessed in terms of demonstrable outcomes and program improvements. This comprehensive assessment project is under the

direction of a university assessment coordinator and a university assessment committee. Assessment plans, data, results, and use of results to improve programs and services are available online for all units.

- The Academic Program Review process that provides for a systematic and ongoing review of academic programs by a peer faculty committee, with the goal of ensuring high quality in all WKU programs. Western's fully articulated review process and criteria have been adapted by several other universities in Kentucky.
- Local versions of student engagement surveys that focus on specific departments and programs.
- Results on the teacher certification exam and ratings on Kentucky's Quality Performance Index Report. In 2003-04, WKU graduates scored 93 percent on PRAXIS II, and WKU received an overall rating of good on the Quality Performance Index Report (QPI). In 2002-03, Western graduates scored 99 percent on PRAXIS II, and WKU received an overall rating of excellent on the QPI.

Programs of Distinction

WKU has two programs of distinction supported by the Council's Regional University Excellence Trust Fund—the School of Journalism and Broadcasting's Center for 21st Century Media and the Applied Research and Technical Program of the Ogden College of Science and Engineering.

The Center for 21st Century Media consistently earns high national rankings and recognition. Highlights from 2003-04 include:

- The School of Journalism and Broadcasting was reaccredited by the Accrediting Council on Education in Journalism and Mass Communication.
- The Public Relations program was certified by the Public Relations Society of America, becoming the only PR program in Kentucky to have dual recognition.
- The School of Journalism and Broadcasting finished in fourth place overall in the national Hearst competition.
- For the seventh consecutive year, WKU won the best TV newscast in Kentucky competition of the Associated Press.
- Western finished in 10th place nationally in broadcasting.
- In the Region Five Mark of Excellence competition of the Society of Professional Journalists, the WKU NewsChannel 12 won first in the television non-daily newscast telecast one to three times a week.

- WWHR-FM student radio station was one of four finalists in the 2003 Collegiate Broadcasters Inc. National Student Production Awards in the category of Best Promo for Station or Student Media Outlet.
- The WKU Photojournalism program won the William Randolph Hearst Foundation Intercollegiate Photojournalism Competition for the 14th time in 16 years.
- WKU photojournalism students received 15 awards in the 58th College Photographer of the Year competition, more than any other university.
- The School of Journalism and Broadcasting and Nikon Inc. collaborated to host "Emotion," a sports photojournalism workshop March 5-8, featuring freelance photographers Dave Black, Joe McNally, and Rick Rickman.
- The *College Heights Herald* won the 2003 Gold Crown Award from the Columbia Scholastic Press Association, its fifth in as many years.
- The *College Heights Herald* continued its domination of the Kentucky Intercollegiate Press Association newspaper contest, accumulating the most points by winning 14 first-place, ten second-place, ten third-place, and seven honorable mention awards.
- In the Region Five Mark of Excellence competition of the Society of Professional Journalists, the *College Heights Herald* took first place as best all-around non-daily newspapers published two to three times a week.
- *The College Heights Herald* won the general excellence award in the associate member newspaper division of the Kentucky Press Association.
- *The Herald* advertising staff received eight awards in the Kentucky Press Association's advertising excellence competition.
- The Western Forensic Program is ranked number one in the nation among all colleges and universities. Western students traveled to 17 different states and one foreign country. Western forensic students were declared International Champions in Madrid, Spain, capturing eight of the 11 International Championships. International Championships were won in Impromptu Speaking, Spanish Literature, Persuasion, Prose Interpretation, Duo Interpretation, After Dinner Speaking, Lincoln Douglas Debate, and Parliamentary Debate. Once again the Western Forensic Team made an unprecedented sweep of all National Collegiate Championships winning both NFA and AFA Nationals. Western also made history by becoming the first school in the history of intercollegiate speech and debate to be repeat national champions at **both** national tournaments. Western students became the first students ever to win both individual events and debate sweeps at the NFA Nationals. Eighty-two universities competed at NFA

The Western Forensic Program is ranked number one in the nation among all colleges and universities. . . Western forensic students were declared International Champions in Madrid, Spain, capturing eight of the 11 International Championships.

with approximately 2400 entries. AFA had 63 universities with 2800 entries. Western forensic students also competed in and won the Pi Kappa Delta National Tournament held at Middle Tennessee State University. Additionally, Western won the Kentucky Forensic Association Individual Events and Debate titles. Western debaters closed out the debate portion of the tournament in quarters.

The Applied Research and Technical Program (ARTP) engages more than 400 students per year in world-class research opportunities to address societal problems. Major activities include:

- Faculty members in the ARTP were awarded $7,978,810 in grants, contracts, or appropriations last year. This compares to the previous year's total of $5,707,643 and more than triples the total of $2,237,891 for the first year of the POD program (1999). The ARTP has been allocated $5,272,047 since its inception and has leveraged this investment into $27,448,550 from federal and private sources.
- The Department of Energy invited a member of the Institute for Combustion Science and Environmental Technology to lead them on a trip to China to bring back a new technology related to coal combustion.
- The Department of Energy has invested over $3 million in the establishment of a circulating fluidized-bed combustion unit as part of a national consortium (Combustion Technology University Alliance) of 20 universities and 15 corporations. It will be part of the National Energy Technology Laboratory. Construction of the facility has begun.
- The USDA-ARS has established a Manure and Byproducts Utilization location at Bowling Green as a result of collaboration with ARTP Centers. ARTP members were invited to a national meeting in Atlanta to help establish the national research focus in this area of the ARS. They hired two WKU students as technicians for the four research scientists at this location.
- The Biotechnology Center helped train technicians for Sygen, Inc., a biotech company that recently relocated 25 Ph.D. research scientists from Berkeley, California, to Franklin in Simpson County, Kentucky. They hired two WKU students.
- In order to expand the capacity of faculty to involve students in hands-on applied research without taking them out of the classroom, over 41 research associates, post-doctoral fellows, or technicians were hired on grants, contracts, or appropriations.
- The Engineering Services Center has led the effort to recruit more

women into science, engineering, and mathematics. One successful effort was "Girls in Science Day" in which 120+ middle school girls participated in a day of hands-on activities in these areas.

- The ARTP has established numerous research collaborations with the National Park Service at Mammoth Cave National Park, the largest of which is the Maple Springs International Environmental Research and Learning Center, which is currently hiring a director.
- Faculty members of the ARTP have received six Kentucky Science and Engineering Foundation grants to develop innovations and move them toward commercialization. ARTP members have received two phase I SBIR grants and one phase II, with another submitted.
- Center activities have expanded globally. Eleven students in the Center for Biodiversity and the Biotechnology Center worked on wildlife forensics projects in collaboration with the University of Nairobi, Kenya, this past summer in Africa. Several students of the Center for Water Resource Studies worked on a project involving karst areas of China to help improve the living conditions of residents living in a highly polluted environment.

Collaborative Programs and Initiatives

Collaboration with other Kentucky postsecondary institutions and P-12 schools has increased the quality and quantity of Western's academic offerings. Highlights include:

- WKU actively participates in state literacy partnerships, the study of the implementation of an early reading grant and its effect on student achievement, the Kentucky Adult Education Literacy Institute for instruction and research related to adult literacy, the Kentucky Reading Project, and the Collaborative Center for Literacy Development. Western also partners with local schools and agencies in the Warren County Literacy Task Force.
- Western participates in Kentucky BRIN Phase II, funded through a National Institutes of Health grant, and developed as a collaborative effort of 12 Kentucky institutions. The Kentucky INBRE network focuses on basic science and biomedical research, particularly in the areas of genomics and bioinformatics.
- Western participates in national consortia to advance the quality of teaching and learning in P-12 schools through the SREB's University Leadership Development Network, a consortium of 12 universities

committed to designing effective and accountable school leadership programs. Western also participates with a group of 11 universities operating under a grant to oversee the Renaissance Teacher Quality Title II Project, which aims at improving teaching quality by holding partners accountable for the impact of teacher graduates on student achievement.

- WKU, along with seven other universities and five federal agencies, is a member of the Southern Appalachian Mountains Cooperative Ecosystem Studies Unit, which works with federal land management, environmental, and research agencies to provide responsive technical assistance, continuing education, and cost-effective research programs to resource managers. Western also has collaborated with Mammoth Cave National Park to develop an Environmental Learning Center.
- Western's Regional Science Resource Center, housed at the university's community college, collaborates with numerous area school systems, educational institutions, and state agencies to provide active science learning experiences to more than 80 elementary/middle school science teachers and approximately 4,000 elementary and middle school students.
- Western is a partner in the STARBASE project, a consortium of national universities and observatories aimed at involving students, including pre-college teachers and students, in space research opportunities with robotically controlled telescopes, with the ultimate goal of encouraging active scientific research among participants.
- The Green River Regional Education Cooperative (GRREC) serves as a liaison between the university and 30 area school districts. Each year GRREC conducts a needs assessment for teachers and districts and plans the professional development opportunities and other forms of assistance based on the results.
- WKU is one of ten universities in Kentucky that participates collaboratively with the Cabinet for Health and Family Services to provide the Public Child Welfare Certification Program. The goal of this program is to fill the ranks of Child Protection Workers with the most competent and well-trained workers as possible.
- WKU, the University of Louisville, and the University of Kentucky are working with one another and the Cabinet for Health and Family Services on the Credit for Learning Project. This project allows Cabinet employees to earn graduate credit for their educational and training related activities with the Cabinet.
- WKU collaborates with five other Kentucky universities (including the University of Kentucky and the University of Louisville) to form/join the Kentucky Internet 2 consortium at a significantly reduced rate. This pro-

vides a significant opportunity to use the Internet 2 for academic research, teaching, and practical research as well as the capability to access supercomputers, transfer extremely large data files, conduct real-time research collaborations, and conduct full-motion video teaching in an access grid environment.

- WKU public health faculty are collaborating with colleagues from the University of Kentucky and Eastern Kentucky University to evaluate bioterrorism preparedness exercises across the Commonwealth, public health preparedness for bioterrorism events, and emergency medical service personnel knowledge of weapons of mass destruction.
- WKU Area Health Education Center collaborates with the University of Louisville Kent School of Social Work to coordinate the Kentucky Interdisciplinary Community Screening (KICS) project each summer. This is a one-week project that combines education for students in medicine, dentistry, nursing, and social work from the University of Louisville and public health students from WKU to offer health screenings in medically underserved communities.
- WKU is a leading member of two state-based study abroad consortia, the Kentucky Institute for International Studies and the Cooperative Center for Study Abroad, that involve collaboration among all public and many private colleges and universities.

Major Initiatives for Next Year

Western will continue to focus on improving graduation rates, including those of transfer students, and will be extremely aggressive in addressing retention goals. Internal program assessment systems focusing on learning outcomes as the key measures of success will be used to ensure quality and improve programs.

To increase enrollment, graduation, and retention rates, Western will:

- Intensify efforts to recruit more students transferring from KCTCS institutions.
- Continue to monitor WKU students' progress toward graduation and work with students in danger of dropping out through the "Taking Aim" program. Western will include transfer students in the program this year to help them continue their studies and complete their degrees.
- Expand and continue the six-week freshman assessment program that

provides interventions for at-risk students as part of "Strategies to Increase Student Success," and provide earlier and more aggressive intervention at mid-year for at-risk freshmen.

- Expand the learning communities program, which helps students connect with their university experience in ways that improve learning and increase retention and graduation.
- Promote student engagement, particularly civic engagement, through opportunities such as the American Democracy Project. The WKU Quality Enhancement Plan, developed as part of the current SACS reaffirmation effort, has as its theme "Engaging Students for Success in a Global Society." This major, forward-looking initiative with a five- to seven-year implementation schedule, will ensure that the WKU campus community is focused on designing, implementing, and rewarding engagement activities at all levels.
- Sponsor a majors' fair to help students find a major that is right for them.
- Create a Student Success Center within the Downing University Center, which offers a central location and convenient hours for traditional and non-traditional students. Key components of the center will include tutoring, mentoring, advising, computer help lab, programming, and assessment. The Career Planning Services Center also will be moved to a location within the Student Success Center.
- Expand dual enrollment agreements with several area high schools.
- Continue to expand distance learning, primarily web-based courses and programs.
- Continue, and expand if possible, programs aimed at serving at-risk high school students.
- Add 23 new full-time faculty positions and upgrade ten part-time positions to full-time to meet challenges of enrollment growth.

To increase diversity, Western will:

- Continue to emphasize the recruitment of students from target counties, particularly through increasing school visits and creating awareness of financial aid opportunities.
- Increase access to postsecondary education through the expansion of WKU's community college and its partnership with Bowling Green Technical College.
- Strengthen partnerships with several school systems in GEAR UP and

STLP (Student Technology Learning Program).

- Continue to enhance African Americans' professional advancement in P-12 administrative positions through the Administrative Leadership Institute.
- Create a multicultural city-county directory including business, churches, and events to be distributed during orientation.
- Complete a campus-wide diversity climate survey using an external consultant and using the results to create a more attractive and hospitable environment for diverse faculty, staff, and students.
- Expand professional development opportunities for faculty through the Human Resources Office and Faculty Center for Excellence in Teaching (FaCET).
- Support faculty and staff attendance at national conferences on diversity issues.
- Enhance on-campus communication regarding diversity issues and activities through electronic and print media.
- Initiate a pilot program ("Step Up") for diverse student support to address needs of students who have appeared before the Academic Probation Committee.

To increase research and public service expenditures, Western will:

- Support and enhance economic development opportunities with existing and potential businesses by providing selected credit programs and developing workforce training programs identified to meet specific needs, with emphasis on skill building components.
- Increase the number of grants, contracts, and cooperative agreements in basic and applied research and public service.
- Continue involvement in the Commonwealth of Kentucky's New Economy Strategic Plan, particularly through the WKU Center for Research and Development. With its partners, WKU will be actively engaged in nurturing entrepreneurs and assisting emerging growth companies. High-tech fields where the intellectual capital of the university's faculty can be applied will be emphasized.

Conclusion

Overall, comprehensive universities have made progress in key areas of Goal 4, particularly in enrollment and graduation rates. Last year, only one comprehensive institution met its graduation rate goal; this year, five did. Work is still needed to improve student retention and transfer. Next year, the Council will evaluate the role of the comprehensive universities, including a review of institutional mission statements and performance goals, as part of its strategic planning process. Guidelines will be drafted for the development of campus action plans, which will address how each institution will implement the revised public agenda and HB1 goals. Finally, the statewide transfer committee will ensure several initiatives, like the Course Applicability System and completer degrees, are successfully implemented.

Goal 5

A comprehensive community and technical college system with a mission that assures, in conjunction with other postsecondary institutions, access throughout the Commonwealth to a two-year course of general studies designed for transfer to a baccalaureate program, the training necessary to develop a workforce with the skills to meet the needs of new and existing industries, and remedial and continuing education to improve the employability of citizens.

In 1997, HB 1 consolidated the University of Kentucky Community College System and the technical schools administered by the Workforce Development Cabinet to create the new Kentucky Community and Technical College System. The system comprises 16 districts and 65 locations that confer five types of credentials—certificates, diplomas, and three kinds of associate degrees (applied associate in science, associate in arts, or associate in science). The baccalaureate transfer program allows a student to earn an associate degree and transfer those credits to any Kentucky university. KCTCS's commitment to statewide access will be furthered in 2004-05 with the transition of Lexington Community College to the system.

The Council and KCTCS currently track information on enrollment, retention, transfer, and other performance indicators. Results on Council and institutional measures in 2003-04 are summarized below. The Council in consultation with KCTCS established goals for these indicators.

CPE Key Indicators of Progress

KCTCS met its performance goals for:

- Undergraduate enrollment, which increased from 67,812 in 2002 to 72,023 in 2003.
- The 55.2 percent retention rate of first-time freshmen, which exceeded the goal of 54.8.

KCTCS did not meet its performance goal for:

- The number of KCTCS students who transferred to a Kentucky four-year institution, which, based on information reported by the universities, increased from 2,219 in 2002 to 2,242 in 2003, but remained below the goal (2,354).

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In February 2004, the Council's Committee on Equal Opportunities agreed to review KCTCS's compliance with the *Kentucky Plan* based on existing college structures. The Council's most recent assessment of KCTCS was based on an evaluation of each college as a comprehensive institution (when accreditation and consolidation are complete) as determined by approval from the Southern Association of Colleges and Schools (SACS). By January 2006, 14 KCTCS comprehensive community and technical colleges will be SACS accredited. The two remaining KCTCS colleges will be in the SACS candidacy stage of membership.
- In 2002-03, each community and technical college within the system was evaluated for its success in meeting four objectives. Nine institutions were evaluated for the first time as consolidated community and technical colleges. Of these, four qualified for automatic status while the others needed waivers to add new degree programs.
- Of the five community colleges, four automatically were eligible to add new degree programs and one required a waiver. Two of these institutions maintained the same performance as last year, while three declined.
- Of the five technical colleges, four needed waivers to add new degree programs, and one was not eligible for new degree programs during 2004 because it received a waiver the previous year (waivers in consecutive years are not allowed). Two of these institutions improved their performance over last year, two maintained the same performance, and one declined.

KCTCS has achieved remarkable growth, increasing credit enrollment by almost 60 percent—from 45,529 students in fall 1998 to 72,023 students in fall 2003. Recent expansion of KCTCS's physical facilities and programs will continue this trend.

Additional Institutional Measures

KCTCS has achieved remarkable growth, increasing credit enrollment by almost 60 percent—from 45,529 students in fall 1998 to 72,023 students in fall 2003. Recent expansion of KCTCS's physical facilities and programs will con-

tinue this trend. House Joint Resolution 1, adopted by the Kentucky General Assembly in April 2004, directed the University of Kentucky board of trustees to delegate governance and maintenance of Lexington Community College (LCC) to the KCTCS board of regents. LCC's transition to the system on July 1, 2004, will further enhance KCTCS's commitment to statewide access. The 1998 and 2000 legislative sessions authorized 32 new capital projects for the system (30 are complete, two remain under construction). When those expansions are complete, KCTCS will serve Kentucky through 65 locations.

KCTCS and the Council track indicators that further capture the system's progress in increasing educational attainment in the Commonwealth and access to postsecondary education for all Kentuckians, particularly for place-bound or non-traditional students. According to KCTCS data:

- In 2003-04, KCTCS awarded 12,740 credentials, a 29 percent increase over 2002-03. KCTCS awarded 4,229 associate degrees, 2,226 diplomas, and 5,750 certificates during 2003-04.
- Nearly 38,000 KCTCS students took distance learning and web-assisted courses in 2003-04.
- Dual enrollment of secondary students reached 14,297 in 2003-04, a 23 percent increase over last year.
- The Ready-to-Work (RTW) program served 1,903 students in 2003-04, an increase of 24 percent over the previous year. Of these students, 965 participated in RTW and the Transitional Assistance for Needy Families (TANF) funded workstudy, a 17 percent increase over 2002-03.

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Organizational changes underway at KCTCS are designed to unify the system and facilitate the efficient delivery of educational services:

- KCTCS made significant progress toward consolidation and full SACS accreditation in 2003-04. Substantive change requests were submitted to SACS for four colleges. Elizabethtown Community and Technical College achieved final approval in June 2004; final approval for Maysville Community and Technical College is expected in December 2004. Jefferson Community College/Jefferson Technical College submitted a prospectus to SACS in June 2004; Lexington Community College/Central Kentucky Technical College will submit a prospectus in December 2004.
- KCTCS will achieve its long-time goal of finding a permanent System Office in fall 2004. A 20-year lease purchase agreement was established with the City of Versailles and included in the 2002-04 Appropriations Bill

enacted by the Kentucky General Assembly in 2003. The agreement enabled KCTCS to renovate the facility – donated to Versailles by Texas Instruments – without additional cost to the Commonwealth. When occupied, the building will house academic programs, accounting, workforce development, internal auditing, human resources, payroll, purchasing, financial aid, information technology, and institutional advancement for the system.

During 2003-04, KCTCS pursued a number of important educational partnerships designed to expand statewide access to key programs and resources.

- KCTCS signed the statewide 2+2 Education Partnership agreement to implement certificate and degree components in eight colleges and the Paraeducator certificate in two additional colleges.
- In partnership with the University of Kentucky and Murray State University (MuSU), KCTCS received Council grant funding of $281,000 to develop competency-based general education courses for on-line delivery.
- In a unique collaboration with the Cabinet for Health and Family Services and the University Training Consortium, KCTCS approved two new Human Services certificate programs - Youth Case Work and Resource/Foster Parenting – for delivery by any KCTCS college.
- KCTCS dedicated the Northeast Postsecondary Education Center (NPEC) in Prestonsburg, a joint project with Morehead State University (MoSU), in June 2004. The NPEC has classrooms, computer labs, distance learning facilities, and faculty and administrative offices to be shared by MoSU and Big Sandy Community and Technical College. Other dedications included the Somerset Community College Student Commons in May 2004 and the East Kentucky Science Center in June 2004.

Transfer Initiatives

For the second year in a row, the number of students transferring from KCTCS to Kentucky four-year institutions increased in 2003-04, but remained below the goal level. A number of initiatives were undertaken this year to extend recent progress in promoting transfer:

- KCTCS signed nine new transfer agreements to expand the existing statewide 2+2 agreement. The 2+2 agreements are designed to allow students multiple entry and exit points at public and independent two- and four-year institutions. The agreements signed in 2003-04 were:

- Applied Associate of Science (AAS) in education with Murray State University.
- Teacher preparation option with MuSU's Bachelor of Sciences (BS) in learning and behavior disorders.
- AAS in Education Teacher Associate option with MuSU's BS in elementary education and BS in Learning and Behavior Disorders.
- Three agreements with Sullivan University, promoting transfer of the KCTCS culinary arts to Sullivan's BS in business administration hospitality management concentration.
- Associate of Arts, Associate of Science, and AAS in human services with KSU's Bachelor of Arts in psychology.

KCTCS worked with the Council to improve the CPE General Education Transfer Policy. Many of the proposed changes are intended to facilitate the transfer process from the student's perspective.

- KCTCS worked with the Council to improve the CPE General Education Transfer Policy. Many of the proposed changes are intended to facilitate the transfer process from the student's perspective. The following changes were approved by the Council at its July 2004 meeting:

  - Changed the name of the Full Certification category to Full General Education Certified. The requirements will change from 60 hours with an earned AA or AS to 48 hours, which includes the 33 hour Core Transfer Component and 15 institutional-specified general courses and a 2.00 GPA or higher.
  - Required that the sending institution indicate, either on the transcript or as an attachment to the transcript, whether the student is Full General Education Certified, Core Component Certified, or Category Certified in general education.
  - Required that transfer certifications be processed for all students requesting a transcript to be sent to a Kentucky public postsecondary institution.
  - Required that transfer certification be accepted as documented and analyzed according to transfer policies.
  - Required that institutions treat transfer students' grades in the same way they treat native student grades.
  - Established a statewide committee to oversee the process.

- Representatives from each college participated in training on the Course Applicability System provided by the Council in spring 2004.
- Through a Council campaign, each college received transfer promotional materials – posters and brochures – to distribute on campus.

- KCTCS worked with data from the National Student Clearinghouse to identify out-of-state institutions to which KCTCS students are likely to transfer.

Workforce Training

Since 1998, the KCTCS board of regents has approved more than 1,700 new or redesigned occupational or technical programs that culminate in certificates, diplomas, or associate degrees. The number of students served in workforce training programs has increased as well; KCTCS's workforce training credit enrollment increased 12.7 percent between 2002-03 and 2003-04, from 11,516 to 12,975. Recent efforts to address Kentucky's workforce and economic development needs include:

Since 1998, the KCTCS board of regents has approved more than 1,700 new or redesigned occupational or technical programs that culminate in certificates, diplomas, or associate degrees.

- KCTCS sponsored a statewide workforce conference, *Business to Business: Increasing Productivity through a Skilled Workforce*, in April 2004 at the Louisville International Convention Center.
- KCTCS completed 90 projects through the Kentucky Workforce Investment Network (KY WINS), serving 11,146 individuals through training and assessment. KCTCS continues to coordinate 58 ongoing projects that serve over 12,000 participants. The average cost of delivering services to KY WINS clients is $588 per person, and the average hourly wage of participants is $20.49.
- Through participation in Project SAIL, KCTCS promoted access, exchange, and dissemination of specialized industry-driven programs anywhere and anytime for community and technical college students. Project SAIL is a national network funded by The League for Innovation with support from the Alfred P. Sloan Foundation, and focuses on asynchronous industry learning content, providing access to existing programs and degrees, and developing a model curriculum/content exchange system. Included in the SAIL initiatives is a partnership with Central Kentucky Technical College – Danville Campus and Kirkwood Community College in Iowa to support statewide wastewater treatment plant options.
- Each of the 16 KCTCS colleges submitted Ford Foundation Career Pathways proposals in 2003-04. Of these, 13 are developing nursing and allied health pathways, two colleges have targeted manufacturing, and one is developing a pathway in construction trades. Eight colleges have begun implementation of their pathways programs; the remaining colleges will begin implementation during 2004-05.

- Over 2,500 Kentucky Employability Certificates have been awarded through a partnership involving KCTCS, Kentucky Adult Education, the Council, and the Cabinet for Workforce Development.
- In partnership with the Kentucky Education Cabinet, Department for Training and ReEmployment, KCTCS coordinated the development and on-line offering of the Kentucky Manufacturing Skills Standards beginning in spring 2005.
- During 2003-04, KCTCS colleges trained approximately 74,000 fire and rescue workers statewide.
- KCTCS has partnered with nearly 400 employers in its Perkins Profiling project. Employers provide one or more employees to serve as "subject matter experts" in the Work Keys/DACUM (Developing a Curriculum) job profiling process. KCTCS has conducted 156 Work Keys/DACUM profiles for 82 program areas. This information is used by KCTCS curriculum committees to ensure that all programs meet industry standards.
- KCTCS partnered with the Commodity Growers Association to offer basic computer classes to farmers at four colleges across the state.
- KCTCS partnered with the Department for Health Services, Vital Statistics to deliver new software training to hospitals at seven KCTCS colleges.

KCTCS provides educational opportunities to a broad cross-section of Kentuckians. A variety of remedial and continuing education programs help less-prepared students develop the skills necessary to perform college-level work, and promote employability and personal enrichment.

Remedial and Continuing Education

KCTCS provides educational opportunities to a broad cross-section of Kentuckians. A variety of remedial and continuing education programs help less-prepared students develop the skills necessary to perform college-level work, and promote employability and personal enrichment. These programs include:

- In 2003-04, KCTCS delivered services to more than 22,000 adult learners via contracts with Kentucky Adult Education. KCTCS will expand its commitment to adult education in 2004-05 through new contracts awarded to provide adult education services at Maysville Community and Technical College (Lewis County), Jefferson Community College (Gallatin, Shelby, and Trimble Counties), Ashland Community and Technical College (Boyd County), and West Kentucky Community and Technical College (McCracken County). Including these new contracts, KCTCS will provide adult education services in 21 Kentucky counties.

- KCTCS is developing innovative programs to deliver developmental education online. During 2003-04, the system served over 3,200 developmental education enrollments at 11 colleges via Kentucky Virtual Adult Education (KYVAE) PLATO-supported courses. More than 100 KCTCS faculty were trained to use KYVAE PLATO to supplement instruction in developmental courses. Faculty also may receive training in the Worldwide Interactive Network (WIN) training, which provides developmental students access to an Internet-based curriculum.
- The KCTCS Developmental Education Workgroup, comprising representatives from each college, formed and met several times during 2003-04. The workgroup will present a series of recommendations regarding developmental curriculum, resources, and outcome measures to the chancellor in fall 2004.
- KCTCS corrections education offered 33 occupational/technical programs in 10 of 12 Kentucky Department of Corrections (DOC) facilities. Thirty-three adult education faculty offered three levels of adult education (literacy, adult basic education, and GED preparation) in 12 DOC facilities. Corrections education provided services to 1,478 students (428 technical students and 804 adult basic education students) in 2003-04. Five hundred forty-seven technical students earned certificates, and 293 students earned technical diplomas. Four hundred twenty-six adult education students were awarded GEDs.
- More than 36,000 Kentuckians gained personal enrichment and job skills by attending KCTCS non-credit community education courses in 2003-04.

Major Initiatives for Next Year

KCTCS will implement a number of activities in 2004-05 to increase effectiveness, promote transfer, and expand services to business and industry.

To improve effectiveness, KCTCS will continue to develop the *KCTCS Strategic Plan 2006-10*:

- Significant progress was made toward revising the strategic plan during 2003-04. In fall 2003, five strategic planning teams (SPTs)—economics and environment, education, politics, society and demographics, and technology — met to develop proposed goal statements. A February 2004 work

session gathered input from more than 80 stakeholders, including members of the KCTCS board of regents, KCTCS Foundation, Inc., board, the college boards of directors, and local foundation boards. Feedback was gathered from faculty, staff, and students via web-based surveys during March 2004. Proposed goals and a revised vision statement were reviewed by the President's Leadership Team in May and June 2004.

- The KCTCS board of regents considered the proposed goals and vision statement August 2004.
- A comprehensive review of KCTCS's performance indicators began in fall 2004. The revised indicators will align with the strategic plan, the Council indicators, the statutory requirements of HB 1, and will include detailed information about student learning outcomes, disaggregated performance data, and measures of productivity and efficiency.
- It is anticipated that the board of regents will approve the *KCTCS Strategic Plan 2006-10* in December 2004; two-year priorities and one-year objectives will be identified in May 2005 in time for the full implementation of the plan on July 1, 2005.

To improve transfer, KCTCS will:

- Continue analysis of National Student Clearinghouse data. Identifying popular out-of-state transfer destinations will allow KCTCS to gauge the full extent of transfer activity, and will inform future marketing and reciprocity initiatives.
- Administer a student survey designed in partnership with the Council to gauge current student attitudes toward and plans for transfer. Information about the proportion of students who consider transfer an educational goal will allow for the establishment of more meaningful performance targets. The survey will be administered to students during fall 2004.
- Expand the existing statewide 2+2 Education Partnership Agreement to include Early Childhood Education programs.
- Contingent on availability of funding, KCTCS will establish two Early/Middle College programs. KCTCS has developed several Early/Middle College Models that have attracted state and national attention (e.g., Discover College in Owensboro). The new programs will provide dual credit opportunities for students in grades 10-12 using a blend of secondary and postsecondary curricula and will provide a seamless pathway into postsecondary education.

Contingent on availability of funding, KCTCS will establish two Early/Middle College programs . . . The new programs will provide dual credit opportunities and will provide a seamless pathway into postsecondary education.

To increase and enhance business and industry partnerships, KCTCS will:

- Move to the next phase of the Ford Bridges Initiative, which will include data analysis of Career Pathways at the state level to identify benchmarks and outcome measures among the six participating states.
- Establish the KCTCS Center of Excellence in Automotive Manufacturing to support the Commonwealth's $5.5 billion automotive manufacturing enterprise. The center will provide training and related services to Kentucky's major automotive companies and supplier networks.
- Expand its Homeland Security Initiative. During 2003-04 KCTCS participated in the national community college program, "Prepare America," a program that is accountable to and works within the Department of Homeland Security's infrastructure.
- Implement a systematic Business Partnership Development program. The initial focus of this program will be to introduce new workforce development capabilities such as visualization technology, simulation systems, workforce assessment tools, and e-learning. The long-term focus is to develop a strategic plan and identify a series of goals and tactics to meet the emerging needs of business and industry.
- Develop a career pathway for individuals interested in the recently revitalized mining industry. In addition to working with several major coal companies around the state, KCTCS is partnering with the Kentucky Coal Council, Kentucky Office of Mine Safety and Licensing, area technology centers, secondary school systems and other agencies to implement their training plan in the coal fields. To foster collaboration, KCTCS is co-locating personnel from the Kentucky Office of Mine Safety and Licensing on KCTCS campuses to combine training opportunities as well as create efficiencies.

Contingent on funding availability, KCTCS also plans to implement the following projects:

- Expansion of the Center of Excellence for Lean Enterprise. Lean Manufacturing and Lean for Service use standardized processes to eliminate waste, create efficiencies, and shorten the time between client orders. Over the last three years, KCTCS has experienced an increased demand for Lean training from manufacturers and service sectors requiring additional capacity (e.g. regional trainers, Lean Simulation kits).

- Address the Nursing and Health Care Worker Shortage through Career Ladders and Apprenticeship. The U.S. Department of Labor's Employment and Training Administration statistics indicate that the health care industry is predicted to grow at a rate of 25.5 percent by 2010 resulting in 1.3 million new jobs. The Nursing Career Pathway and Apprenticeship Program is designed to address critical shortages in nursing personnel. This project will be part of an expansion phase of a successful U.S. Department of Labor program that utilizes innovative approaches, such as apprenticeship models and online learning, to make it easier for working adults to advance along a career pathway while working full-time. The project will help bring new workers into the nursing profession and establish progressive training options – and a clear career path – to help advance them and incumbent workers into high-demand, high-skilled registered nurses.
- Support the Governor's Apprenticeship and Work-Based Programs. KCTCS will support the development of apprenticeship programs and other work-based models, initially in construction trades, that can be replicated and applied to other curriculum areas as part of the KCTCS efforts to build multiple pathways from secondary to postsecondary education.

KCTCS will support the development of apprenticeship programs and other work-based models, initially in construction trades, that can be replicated and applied to other curriculum areas.

Goal 6

An efficient, responsive, and coordinated system of autonomous institutions that delivers educational services to citizens in quantities and of a quality that is comparable to the national average.

Since the enactment of the *Kentucky Postsecondary Education Improvement Act* in 1997, Kentucky's postsecondary system has achieved remarkable gains in undergraduate and graduate enrollment—an accomplishment due in part to intensified efforts to recruit non-traditional students and employ innovative methods to deliver courses and programs in ways that reflect the complexity of people's daily lives. The Council assesses systemic efficiency, responsiveness, and coordination by monitoring graduation rates, student surveys, cooperative academic programs, and other such measures.

Indicators Related to Enrollment and Access

- Undergraduate enrollment in Kentucky continued to increase, rising from 193,638 students in fall 2002. Nearly 93,000 students enrolled in four-year public universities, 72,000 in KCTCS institutions, and 27,000 in independent colleges and universities.
- Graduate and first-professional enrollment at Kentucky's public universities also increased, rising from 23,127 in 2002 to 23,552 in 2003.
- In 2003, 82.8 percent (+ or – 1.92 percent at the 90 percent confidence level) of adults in Kentucky aged 25 or older held a high school diploma or GED. This is a significant improvement over 77.9 percent in 1998. Nationally, 84.6 percent of adults 25 and older hold a high school diploma or GED.
- According to the Census Bureau, the percentage of Kentuckians 25 years and older with a baccalaureate degree decreased from 21.6 percent in 2002 to 21.3 percent in 2003 (+ or – 2.08 percent within a 90 percent confidence interval). During the same period, the percentage of baccalaureate holders in the U.S. increased from 26.7 percent in 2002 to 27.2 percent in 2003.
- Adult education enrollments increased from 86,413 in 2001-02 to 120,051 in 2003-04, a record high. Of this total, 36,825 enrolled in adult

basic education, compared with 37,700 in 2003; 51,388 in workforce education, compared with 43,050 in 2003; 10,259 in GED preparation compared with 14,217 in 2003; 4,397 in family literacy compared with 3,986 in 2003; 11,332 in distance education through Kentucky Virtual Adult Education, compared with 1,889 in 2003; 4,841 in English as a Second Language compared with 5,459 in 2003; and 6,996 in correctional education compared with 7,825 in 2003.

- GED completers in Kentucky enrolling in postsecondary education within two years rose from 17.6 percent in 2000 to 19.9 percent in 2001. This is a significant improvement since 1998, when only 12 percent GED recipients enrolled in postsecondary education within two years.
- In 2003, 9,452 adults earned a GED, down from 14,651 the previous year. In 2004, 9,740 adults earned a GED, up from 9,452.

Initiatives to Increase Enrollment and Access

In addition to the institutional recruitment and enrollment initiatives described earlier in this report, the Council administered a number of statewide programs and initiatives in 2003-04 to ensure college was more accessible to all Kentuckians, regardless of race, economic status, or location. The most significant of these efforts include:

Kentucky Plan for Equal Educational Opportunities

The Council annually assesses institutions' progress in meeting the objectives of the *Kentucky Plan for Equal Opportunities*. Universities are evaluated according to performance on eight objectives. Objective 5 does not apply to Kentucky State University:

1. Kentucky resident African American undergraduate enrollment.
2. Retention of first-year resident students.
3. Retention of all Kentucky resident undergraduate students.
4. Baccalaureate degrees awarded to Kentucky residents within six years.
5. Kentucky resident graduate student enrollment.
6. Employment of African Americans in executive, administrative, and managerial positions.

7. Employment of African Americans as faculty.
8. Employment of African Americans as other professionals.

The community and technical colleges are evaluated on four equal opportunity objectives:

1. Kentucky resident African American undergraduate enrollment.
2. Employment of African Americans in executive, administrative, and managerial positions.
3. Employment of African Americans as faculty.
4. Employment of African Americans as other professionals.

Kentucky resident African American undergraduate student enrollment in the public postsecondary education system increased from 7.3 percent in 1995 to 8 percent in 2003, exceeding the goal of 7.7 percent by fall 2002.

Data for 2003-04 will not be available until January 2005, so performance is reported for 2002-03. The institutions' success in meeting established objectives determines whether they are able to automatically add new degree programs, or if they have to implement them under waiver provisions. All data represented below focuses exclusively on Kentucky resident African American students.

Kentucky resident African American undergraduate student enrollment in the public postsecondary education system increased from 7.3 percent in 1995 to 8 percent in 2003, exceeding the goal of 7.7 percent by fall 2002. Among four-year institutions, the University of Louisville reported the largest enrollment of African American students (1,829). Among KCTCS institutions, Jefferson Community and Technical Colleges noted the greatest enrollment of resident African American students: 1,622, and 358 respectively. Lexington Community College reported that 880 African American students were enrolled in fall 2002.

A total of 9,944 degree seeking African American undergraduate students were enrolled at Kentucky's public postsecondary institutions in fall 2002. In fall 2003, 51.8 percent (5,155) of these students returned. Of the 2,009 African American first-time freshmen enrolled in Kentucky's public postsecondary institutions in fall 2002, 1,079 (53.7 percent) returned in 2003. Two hundred forty-one resident African Americans earned bachelor degrees within six years (fall 1997 cohort) for a 38.6 percent graduation rate.

Graduate Kentucky resident African American student enrollment in public postsecondary institutions increased from 4.7 percent in 1995 to 6.4 percent in 2003. African American students represented 60.3 percent of total graduate enrollment at Kentucky State University, Kentucky's historically black institution, and 5.6 percent at the other public universities.

Based on their degree of success in enrolling, retaining, and hiring African Americans, fewer institutions qualified in calendar year 2004 for the most favorable category of eligibility.

Employment of African Americans in executive, administrative, and managerial positions at the public institutions increased from 7.7 percent (84) in 1995 to 8.7 percent (114) in 2003. African Americans in full-time faculty positions at the public institutions declined slightly from 5.2 percent (315) in 1995 to 5.1 percent (382) in 2003. African Americans in professional positions (non-faculty) at the public institutions increased from 6.2 percent (337) in 1995 to 7.6 percent (475) in 2003.

Based on their degree of success in enrolling, retaining, and hiring African Americans, fewer institutions qualified in calendar year 2004 for the most favorable category of eligibility. More institutions qualified for waivers in calendar year 2004 to implement new degree programs. This year five universities - EKU, KSU, MuSU, UK, and UofL (compared to six in 2003 - KSU, MoSU, MuSU, NKU, UK, WKU) automatically are eligible to add new degree programs. NKU and WKU received the quantitative waiver status and MoSU received the qualitative waiver status (the least desirable category). Nine community and technical colleges qualified for automatic status, while seven achieved the quantitative waiver status, and four are eligible for the qualitative waiver. KCTCS institutions with the qualitative waiver declined from ten in 2003 to three in 2004.

No university showed progress on all eight of the plan's objectives. UofL showed progress on seven of eight objectives. KSU showed progress on five of its seven objectives. EKU and UofL improved performance from the previous year; KSU, MoSU, NKU, and WKU saw declines in their performance; and UK and MuSU were unchanged.

The Council also administered or promoted a number of activities in 2003-04 to assist minority student success:

- The annual conference of the Governor's Minority Student College Preparation Program (GMSCPP) was held June 9-10, 2004 at Northern Kentucky University. This day and a half conference offered over 200 African American middle and junior high school students an opportunity to experience college first-hand through an overnight stay on campus and academic enrichment workshops.
- The 17th Annual Academically Proficient African American High School Junior and Senior Conference was held at Western Kentucky University June 18-19, 2004. Participants were required to have at least a 2.75 GPA and be a rising junior or senior in fall 2004. The conference provided students assistance in selecting a college, seeking financial aid, improving communication and coping skills, and identifying possible careers. Over

250 students, parents, and college representatives from across the Commonwealth attended the 2004 conference.

- Several of Kentucky's public postsecondary institutions participated in the annual college fair at the Louisville Defender's Minority Consumer Expo in October 2004.
- The Council's Committee on Equal Opportunities is in the process of developing a new Statewide Equal Opportunities Plan. The new plan is expected to be completed by November 2005.
- The Council's Committee on Equal Opportunities conducted two campus visits in 2003-04 and one visit during the fall semester of the 2004-05 academic year. The CEO visited Murray State University in October 2003, Western Kentucky University in April 2004, and Northern Kentucky University in October 2004. The MuSU and WKU reports are available online at the Council's website: http://www.cpe.state.ky.us/council/council_committee_on_equal_20040614.asp. The NKU report will be available in February 2005.

GEAR UP Kentucky

GEAR UP Kentucky provides supplemental support and enrichment activities to schools selected because the majority of their students qualify for federal free or reduced-price lunch.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a five-year, $10.5 million federal grant matched by $10.5 million in state and local funds. GEAR UP Kentucky provides supplemental support and enrichment activities to schools selected because the majority of their students qualify for federal free or reduced-price lunch. Students begin GEAR UP as seventh-graders and receive services throughout high school to ensure they receive adequate encouragement and support to enroll in postsecondary education.

The GEAR UP Kentucky infrastructure includes 22 postsecondary institutions and 31 middle schools. The project then follows the students to 21 high schools statewide.

In 2003-04, GEAR UP served 16,458 students in grades seven through ten. At the current rate, GEAR UP Kentucky will serve more than 22,000 students by 2005. GEAR UP promotes activities in the following five priorities: awareness of college opportunities and costs, rigor in curricula and instruction, access to college scholarships, engagement of parents, and support for students who fall behind their peers. Among the significant GEAR UP Kentucky outcomes for 2003-04:

- Seventy percent of ninth grade students indicated they know what classes they need to take in high school to go to college; in the seventh grade, only 59 percent of these students knew what courses to take.
- Thirty-nine percent of ninth grade parents in 2004 reported they had spoken with someone at their child's school about college admission compared with 29.3 percent in 2003.
- One-third more eighth grade students took algebra than in 2002-03 (10 percent of students in 2003 compared with 13.1 percent in 2004).
- On average, when compared with students nationwide, GEAR UP Kentucky eighth-grade and tenth-grade students achieved scores above the national norm in English on the ACT assessments of college readiness—EXPLORE and PLAN.
- Fifty-five percent of the GEAR UP student population scored above the novice level in writing on the CATS assessment test, compared with 47 percent the previous year.
- Sixty-one percent of the GEAR UP student population scored above the novice level in mathematics and science on CATS.
- Only 45 percent of GEAR UP parents reported that they are *definitely* or *probably* sure their child will be able to afford to go to college, compared with 47 percent in 2003.

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A more detailed report of GEAR UP outcomes can be obtained from the *GEAR UP Kentucky Annual Performance Report*, available from the Council.

Go Higher Kentucky Web Portal

The Go Higher Kentucky web portal (www.GoHigherKY.org) was launched on June 2, 2004. Formerly *Kentucky Mentor*, an online resource for Kentucky's independent colleges and universities, GoHigherKY.org now includes the state's public and licensed proprietary institutions, as well as adult and distance education providers. The site is sponsored by the Kentucky Higher Education Assistance Authority and maintained by Xap Corporation, which hosts Mentor systems in 25 other states. The Association of Independent Kentucky Colleges and Universities, the Kentucky Department of Education, and the Council are partners in this initiative.

The new, enhanced web portal provides information, resources, and interactive tools to guide traditional and nontraditional students through the college planning process. Users can complete career assessments, take virtual campus tours, submit financial aid forms, and apply for undergraduate admission at the

University of Kentucky and 17 independent institutions. To date, all public institutions have signed partnership agreements with Xap to place admissions applications on the site. Their undergraduate applications are expected to be online by fall 2004.

The Council worked with KHEAA and Xap to customize portions of the website for adult learners and for students participating in GEAR UP Kentucky. Future enhancements to the site will include an online version of Kentucky's Individual Graduation Plan, a requirement of all students beginning in eighth grade. High school counselors will be trained to track students' development of their IGP via GoHigherKY.org

Radio, print advertisements, and press releases are possible components of a campaign to promote the site, expected in spring 2005.

Future enhancements to the Go Higher Kentucky website will include an online version of Kentucky's Individual Graduation Plan, a requirement of all students beginning in eighth grade.

University Coordinated Advising Network (UCAN)

In September 2002, KYVU received a $400,000, three-year grant from the U.S. Department for Education's Fund for the Improvement of Postsecondary Education to link current and prospective students with resources that provide advice and information about postsecondary education. The Kentucky Virtual University Coordinated Advising Network (UCAN) will give students, parents, employers, and others access to a single point of contact for pre-admission, academic, career, and financial aid counseling services.

The UCAN tracking software will enable institutions to respond to inquiries consistently and completely. As an integral part of the UCAN hub, institutions will have immediate access to other referral sources such as KHEAA, Go Higher and KYAE, enabling them to reach new audiences through UCAN's inquiry tracking and reporting. UCAN is intended to enhance each institution's strategies, not replace them or create a one-size-fits-all approach.

The UCAN committee includes representatives from KYVU, KDE, KHEAA, KCTCS, CPE, KYAE and other institutions. Phase 1 is in development, and is expected to launch in early 2005. The goal of Phase 1 is to establish all the key elements of UCAN to enable pilot groups to get effective, consistent service from all UCAN institutions. Pilot groups include at-risk students, adult learners and students dually enrolled in high school and college. Phase 2 will broaden access to learners across the state.

Accessibility of Internet-based Instruction

In July 2002 the Kentucky Virtual University conducted a survey of institutional policies regarding the accessibility of instruction that utilized the Internet. While some institutions reported having policies under development, it was apparent there was a lack of awareness about accessibility issues and understanding of the policies ensuring accessibility. Working with the State ADA Coordinator, the Governor's ADA Task Force on Postsecondary Education, and with support from the Kentucky Council on Developmental Disabilities, KYVU led a policy development process which included a "Symposium on Accessibility for Online Learning" at Eastern Kentucky University on October 9, 2002, and a "Policy Workshop for Accessibility of Online Instruction" on March 6, 2003, at the University of Louisville. More that 100 participants from over 30 institutions and state agencies participated in these sessions. In addition, several presentations and consultations were held with individual institutions and groups to assist in their policy development efforts.

A recent survey of postsecondary institutions indicated that Kentucky is making progress improving the accessibility of internet-based instruction.

In July 2003, the Governor's ADA Task Force on Postsecondary Education recommended that institution web sites, distance learning courses, and web-enhanced courses associated with postsecondary institutions should at a minimum: (1) meet Priority I of the W3C Guidelines; (2) have a disclaimer of compliance included on all pages of institution websites; (3) initiate an ongoing training and monitoring program for faculty and staff to ensure compliance with Section 508 and ADA, and (4) establish a process for reporting and responding to complaint issues.

A recent survey of postsecondary institutions indicated that Kentucky is making progress improving the accessibility of internet-based instruction. UK, UofL, Murray, Western, and Morehead have approved policies that will increase the number of institutions with policies and procedures for Internet-based instruction. The other Kentucky institutions are in the process of putting policies in place. Kentucky's accessibility policy status compares favorably with states across the country.

The Kentucky Postsecondary eTextbook Repository (KPeR) – The Kentucky Postsecondary Textbook Accessibility Act, Senate Bill 85, mandates that postsecondary institutions provide means of alternate access to textbooks and instructional materials to students with federally-defined disabilities. It also requires that all publishers who sell instructional materials to postsecondary institutions in Kentucky provide, upon request and at no cost, electronic versions in an appropriate electronic format for use with students with disabilities

who cannot utilize standard instructional materials. SB 85 directs the Council on Postsecondary Education, to the extent funds are available, to establish or otherwise designate a consortium to serve as a state repository for alternative format instructional materials. The repository will help increase access to more materials by allowing electronic files to be centrally collected and distributed.

Discussion is underway to utilize KCTCS as a statewide electronic storage site where Disability Service Coordinators (DSCs) can access eTextbooks acquired by other institutions or through publishers. The Kentucky Office for the Blind, (the authorized entity that holds copyright permission for this special population) already manages an Accessible Textbook Service and would provide day-to-day management of the KPeR for no additional charge as its contribution to the effort. A cost distribution plan will be developed and offered to the institutions for funding.

Initiatives to Improve Efficiency and Coordination

The following programs or strategies represent the Council's efforts in 2003-04 to fulfill its statutory responsibilities and facilitate efforts to improve systemwide efficiency and coordination.

The Institute for Effective Governance

The Institute for Effective Governance (IEG) was created in 2002 to provide a number of programs and services for institutional board members, including new board and Council member orientation, the Governor's Annual Conference on Postsecondary Education Trusteeship, and special interest seminars. The governing boards of Kentucky's public and independent colleges and universities, members of the Council, and other postsecondary constituents participate.

IEG is advised by an oversight committee and is managed by the Council. The Institute draws upon the experiences of other state and national organizations, as well as resources available in Kentucky when designing and conducting the programs. In the past, it has held an annual board development seminar, addressing such issues as self-assessment, presidential evaluation, board-president relationships, board structure, decision-making, and team building skills. However, the event was cancelled this year due to lack of funds.

The Governor's Conference on Postsecondary Education Trusteeship offers a yearly venue for board members to discuss reform issues with each other and the Governor. The conference also provides a forum for orientation

sessions for new board and Council members. The 2004 Trusteeship Conference was held September 19-20 in Bowling Green. Approximately 265 people attended. It served as the kick-off for a year-long strategic planning initiative that will culminate with the release of the Council's public agenda for postsecondary education at the 2005 Trusteeship Conference. Highlights of the conference included presentations by Peter Ewell, vice president of the National Center for Higher Education Management Systems in Boulder, Colorado, who reported on the results of *Measuring Up 2004*; a meeting of the Strategic Committee on Postsecondary Education (SCOPE); and breakout sessions focusing on a higher education history, shared governance, college affordability, and board effectiveness.

The Council issued a request for proposals in November 2003 to stimulate collaborative approaches that address state workforce needs and increase the capacity of high-demand academic programs.

Collaborative Programs

Using funds from the Technology Trust Fund and the Kentucky Virtual University Revolving Loan Fund, the Council issued a request for proposals in November 2003 to stimulate collaborative approaches that address state workforce needs and increase the capacity of high-demand academic programs. A committee representing the Council, the Kentucky Virtual University, the Kentucky Workforce Investment Board, and the Kentucky Department of Technical Education reviewed 13 proposals and selected three programs for funding:

- *Growing the IT Workforce – Jefferson Community College to University of Louisville to Employment*: This program establishes a partnership between the Jefferson County Public School System, JCC, and UofL that enables high school students to obtain an associate degree and a bachelor's degree in Computer Information Systems (CIS) in less than four years. A key to the success of the program is the involvement of Louisville businesses represented by the Technology Network (TeN) of Louisville. The partners provide co-op educational opportunities for the students and are donating equipment to help develop a state-of-the-art technology laboratory for the program. Outcome measures will include enrollments, retention and graduation rates, and follow up surveys to ensure accurate program content.

- *Improving Capacity and Efficiency of Academic Programs Through Innovative Course Redesign and the Kentucky Collaborative Online General Education Core (K-CORE):* The University of Kentucky, Murray State University, and the

Kentucky Community and Technical College System have formed a partnership to provide general education courses that are modular in design, deliverable online, competency-based, and student-centered. Two courses will be designed as "start-ups," one in English and one in mathematics. Rigorous and detailed assessment will reveal how these courses can increase course capacity, efficiency, and student learning, especially for high-demand general education courses. Modular in design, the courses will not depend on academic semester calendars but instead be available at the convenience of the learner. Courses will be aligned with the high school standards identified in the American Diploma Project. Once the courses are available, they will include assessments and surveys to improve usability.

- *Modular Entrepreneurship and Supervisory Certificate Programs:* The Entrepreneurship Certificate focuses on small-business owners and the Supervisory Certificate targets business and industry. The project will create modules that are accessible both online and in classroom formats. Partners include KCTCS, the Kentucky Virtual University, and the Kentucky Small Business Development Centers. The Ford Motor Company, a featured partner, provides both clientele and support. The partners will link this effort to UofL's nationally recognized entrepreneurship program.

Other examples of institutional collaborations and partnerships are included in the chapters of this report that address progress made on Goals 2, 3 and 4 of HB 1.

Statewide Engineering Strategy

The Council approved the Strategy for Statewide Engineering Education in Kentucky in July 2000 in response to the state's need for more engineers. To maximize limited resources, the strategy called for the creation of joint engineering programs and included initiatives to recruit, mentor, and enroll more women and minorities in engineering programs.

As a result, Murray State University, the University of Kentucky, the University of Louisville, and Western Kentucky University are implementing Kentucky's first joint baccalaureate degrees in mechanical, civil, chemical, and electrical and telecommunications engineering. In 2003-04, ten students were enrolled in the MuSU/UofL programs in electrical and telecommunications engineering, and 271 were enrolled in the WKU/UK/UofL programs in civil, mechanical, and electrical engineering. The first class of 17 students graduated

in 2004. During 2003-04, the Council worked with WKU to ensure national accreditation for this program. The Accreditation Board for Engineering and Technology (ABET) will visit WKU in fall 2004. Through sharing of faculty and student support services, the joint programs provide access to larger numbers of place-bound students in west Kentucky more economically than if two high-cost, free-standing engineering programs were created there. In addition, the students benefit from the expertise of high-quality faculty at two established engineering programs with strong teaching and research initiatives at the baccalaureate, master's, and doctoral levels.

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The provosts, the engineering deans, and the Council staff formed a workgroup to discuss and resolve issues that could impede success. The institutions have developed procedures for counting enrollments and graduates, disbursing funds, and establishing tuition rates. They have agreed on appointment, tenure, and promotion policies for program faculty, equipment and facility allocation, criteria for distance-learning courses, and general management of the joint programs.

The central, continuing threat to full implementation of the engineering strategy is lack of recurring funding. The Council and the institutions to date have funded joint programs from internal reallocation and non-recurring sources. The institutions have indicated they cannot continue the joint engineering degrees in their current form without a more stable source of funding. The Council's 2004-06 budget request included recurring funds for the engineering strategy.

Statewide Public Health Strategy

Kentucky ranks near the bottom on many indicators of public health. In addition, a new set of public health concerns has arisen around bioterrorism and homeland security. The Council formed a Public Health Advisory Committee in July 2003 to create a Statewide Strategy for Public Health Education, Research, and Service. The Committee includes providers and consumers of public health education, the senior public health administrators of the four institutions currently offering graduate degrees in public health, the commissioner of the Kentucky Department for Public Health, and the Council's vice president for academic affairs. The Committee developed a statewide strategy for public health education and research, which was approved by the Council at its July 2004 meeting. The plan will create cooperative accredited public health programs at Eastern Kentucky University, the University of Kentucky, the University of Louisville, and Western Kentucky University. The programs

will provide increased access through online programs to professional development and degree programs. The plan also outlines collaborative research programs to attract additional extramural funding in support of Kentucky's effort to improve public health.

Measuring and Promoting Educational Progress

The postsecondary education system scored well on a national survey of student engagement in 2003. Even though graduation and transfer rates remain well above 1998 levels, they have declined recently. In 2004-05, the Council will focus on improving performance across the system on these two key measures.

Systemwide, the six-year graduation rate for bachelor's degree students increased from 43.5 percent in 2002 to 45.3 percent in 2003. The graduation rate remains well above its 1998 level of 36.7 percent.

Council Measures of Educational Progress

- According to the definition adopted by the Council, first-time students are considered retained if they return to their native institution, enroll in any other Kentucky public or independent institution, or graduate by the following fall semester. Between 2002 and 2003, the retention rate for the system remained level at 68.3 percent.
- Systemwide, the six-year graduation rate for bachelor's degree students increased from 43.5 percent in 2002 to 45.3 percent in 2003. The graduation rate remains well above its 1998 level of 36.7 percent.
- Undergraduate student experience is gauged using the benchmarks of effective educational practice from the National Survey of Student Engagement (NSSE). NSSE assigns participating institutions scores for senior and first-year students for five benchmarks:

    - Level of academic challenge.
    - Active and collaborative learning.
    - Student interactions with faculty members.
    - Enriching educational experiences.
    - Supportive campus environment.

For each of the benchmarks, NSSE provides institutions with actual and predicted scores. The predicted scores are based on student demographics, admissions selectivity, enrollment, and a variety of other factors and allow institutions to compare their performance with the performance of similar

institutions. An institution whose actual scores are higher than its predicted scores outperforms its peers.

Kentucky's eight public universities participated in NSSE as a consortium in 2001 and again in the spring of 2003. Each scored higher than predicted in several benchmark categories. The Kentucky consortium performed particularly well on the *student interactions with faculty members* and *enriching educational experiences* benchmarks. Kentucky's public universities were weaker in *supportive campus environment* and *level of academic challenge*. The Council's goal for 2003 were for each Kentucky public university to score above "predicted" on each benchmark .

Initiatives to Improve and Assess Educational Progress

In addition to the Council's key indicators, Kentucky institutions and the Council are developing student learning measures and providing professional development and networking opportunities for faculty. In 2004-05, the Council will continue to refine system measures of educational progress and work to promote increased civic engagement among college students.

Measuring Student Learning

Measuring Up, the state-by-state report card on higher education published by the National Center for Public Policy and Higher Education, assigns grades to states in five areas: preparation, participation, affordability, completion, and benefits. In both the 2000 and 2002 versions of the report card, all states received a grade of "incomplete" in the sixth category, student learning.

However, Kentucky is further along than most other states in collecting and analyzing data that attempts to measure student learning. It was the pilot state for identifying a common set of student learning measurements for *Measuring Up 2002*, including results from licensure and certification exams, graduate entrance exams, the Kentucky Adult Literacy Survey, and the National Survey of Student Engagement. *Measuring Up 2004* introduces a new phase of the student learning pilot, which required Kentucky postsecondary institutions to administer a common set of learning assessments to a statewide sample of Kentucky students and alumni. Council staff worked closely with public and independent institutions in the state to collect data integral to this project — such as results from graduate entrance exams, Work Keys assessments, the Community College Survey of Student Engagement, and a nationally referenced alumni satisfaction survey.

The results of this effort reveal that higher education reforms in Kentucky are starting to show results in the area of student learning, especially at the two-year level. Kentucky's performance is well below the national average on indicators that measure literacy levels of the state's college educated population. Also, Kentucky performs poorly (48 percent below the national average) with respect to the proportion of four-year college graduates taking and performing on graduate school admissions examinations. However, the state is more competitive on performance on licensure examinations. In fields like nursing and physical therapy, Kentucky's scores are 63 percent above the national average, and 28 percent above the national average in teacher education.

Kentucky's strong investment in its technical and community college system appear to be paying off. Graduates of two-year colleges score above the national average on all direct measures of student learning. Unfortunately, the scores of the four-year graduates on similar examinations are less competitive – 18 percent below on problem solving and 13 percent below on writing. The learning assessments also suggest a notable performance gap between black and white students in Kentucky on all these exams, although the state's African American students do perform better than their counterparts in other states.

The learning results of *Measuring Up 2004* are designed to make broad comparisons across states. Because relatively small numbers of students were tested, readers are cautioned to look at the overall pattern of results in a state profile without making too much of the individual values for each measure.

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Faculty Development

The Council supports professional development opportunities for Kentucky faculty that contribute to the goals of HB 1, the public agenda, and the system's accountability measures. Faculty development programs emphasize teaching strategies that improve learning for an increasingly diverse pool of students, incorporate technology to improve learning on campus, and assist faculty in finding funding sources that increase research at state, national, and international levels. More than 5,300 faculty members participated in such activities in 2003-04.

Faculty development program funds, with matching institutional funds, also support university teaching and learning centers. These centers help improve student retention through better teaching and advising. They offer programs to enrich teaching by using information technologies and diverse teaching strategies that better address the needs of non-traditional, minority, and underprepared students. Funds support orientation for new faculty, support

for adjunct faculty, and resources for all faculty, including an online journal devoted to enhancing teaching, increasing multi-disciplinary team teaching, and promoting collaboration. The journal can be found at http://www.uky.edu/TLC/JournalNEW/Missionpage.htm.

The Council uses its funds to sponsor statewide faculty development initiatives to support reform goals. A statewide faculty development workgroup, with representation from public and independent postsecondary institutions, identifies faculty development needs and implements programs. The Council also sponsors an annual faculty development conference, now in its sixth year. More than 330 faculty representing nine public and six independent institutions attended the 2004 conference. The theme was *The Scholarship of Teaching and Learning: Student Success for Kentucky's Future*. It focused on improving the quality of education as a means to enhance Kentucky's standard of living, public health, and economy.

The University of Kentucky and KCTCS jointly funded the Future Faculty for Online Learning Collaborative Project. The program prepares UK graduate students to be more effective faculty through mentoring and online course development assistance.

Examples of other institutional accomplishments with these funds include:

- KCTCS faculty participated in discipline-specific workshops, designed to improve curriculum and implement a strategic plan that ensures curriculum consistency and quality across the system.
- The University of Kentucky and KCTCS jointly funded the KCTCS-UK Future Faculty for Online Learning Collaborative Project. The program prepares UK graduate students to be more effective faculty through mentoring and online course development assistance. The program benefits KCTCS by helping them to meet online course demands. In 2002-03, 483 KCTCS faculty participated in this collaborative project.
- Northern Kentucky University sponsored programs to build service learning into coursework through the NKU Center for Civic Engagement. The center works with faculty to incorporate service-learning experiences into the curriculum.
- The University of Louisville sponsors the Delphi Teaching and Learning Center and its annex at the Health Sciences Center campus. It also funds a digital and video recording studio at the Belknap campus to help faculty update Web and distance learning courses.

Teacher Quality Summit 2004

The chief academic officers held their fifth Teacher Education Summit at Western Kentucky University October 14-15, 2004. Over 170 education and arts and sciences faculty and deans from all public universities, KCTCS, and the

independent institutions attended. The conference also included participants from the Education Professional Standards Board, the Kentucky Department of Education, AIKCU, and the Partnership for Kentucky Schools.

At previous summits institutional teams developed plans organized around nine recommendations of the statewide Teacher Education Agenda. The teams then gave status reports on their implementation. At this summit the teams focused on ways postsecondary institutions can improve the quality of educational leaders—at the classroom, school, and district levels. They paid particular attention to the Governor's new *Education Vision* and heard plenary presentations from the Secretary of the Education Cabinet, the director of the Southern Regional Education Board's educational leadership initiative, and two Kentucky principals. Representatives from the Education Professional Standards Board and the Kentucky Department of Education gave updates on teacher shortages in the Commonwealth and on Kentucky's State Action for Educational Leadership Project. Faculty presentations addressed a variety of issues, including professional development and alternative certification in high needs areas such as mathematics, science, special education, and English as a Second Language.

The summit was held in conjunction with several related meetings, including the Kentucky Association of Colleges of Teacher Education, the Council on Postsecondary Education's Educational Leadership Work Group, the Teacher Education Model Program Steering Committee, and the KCTCS 2+2 Teacher Education Steering Committee.

Participants set an aggressive agenda for next year, including:

- In collaboration with the KDE and the EPSB, creating a statewide transfer program in early childhood (modeled on the statewide 2+2 teacher and paraeducator program) to increase the number, quality, and diversity of early childhood educators.
- Revamping professional development options and career paths to include content-specific graduate programs for teachers who wish to remain in the classroom and become instructional leaders.
- Restructuring educational administration programs to use a broad array of university resources, including business and public policy, as well as colleges of education, to better prepare principals and superintendents.
- Collaborating across institutions and increasing distance learning options.
- In collaboration with the Kentucky Higher Education Assistance

Authority, addressing ways to attract teachers in high needs areas through targeted loan forgiveness programs.

- Continuing to expand programs that provide alternative routes to teacher certification for students with degrees in other disciplines and professionals in other fields.

Responsive Ph.D. Initiative

Growing numbers of employers from the academic and private sectors have called for reforms in doctoral education in the United States. The Woodrow Wilson National Fellowship Foundation's Responsive Ph.D. Initiative supports university efforts to increase the quality of the doctoral experience for students. The University of Kentucky and the University of Louisville were selected to participate in the project jointly in 2003, in part due to Kentucky's investment in faculty, research, and doctoral education through its Bucks for Brains program. Other participating universities include Yale, Princeton, Duke, Howard, and the Universities of Michigan, Wisconsin, Pennsylvania, Texas, Indiana, and California-Irvine. The program encourages participating universities to focus on four issues: promoting interdisciplinary scholarship, encouraging pedagogical training, improving diversity, and applying academic expertise to social challenges. Initiatives include UofL's Future Leaders Program (FLP), which will encourage collaboration among institutions and with non-academic business and industry partners, and the Ph.D. Completion Project, which will focus on improved mentoring and financial support for doctoral students.

The program encourages participating universities to focus on four issues: promoting interdisciplinary scholarship, encouraging pedagogical training, improving diversity, and applying academic expertise to social challenges.

Conclusion

Increased educational attainment for Kentucky depends upon dramatic growth in postsecondary enrollment. In this area of reform, the system has achieved unqualified success. Since 1998, student enrollment has exceeded established goals for every sector of postsecondary education at all levels—certificate, associate, baccalaureate, and graduate—primarily by creating efficiencies and employing innovative strategies. Additionally, the high school and adult education feeder systems have done their part to increase the potential pool of postsecondary applicants. However, the system remained below the national average in key areas. The postsecondary system will continue efforts to ensure students receive the quality instruction and services necessary to persist to graduation and succeed in the workplace.

Kentucky Adult Education

Adult illiteracy is the fundamental barrier to every major challenge facing Kentucky, including early childhood education, education reform, economic development, and improving the health and well being of Kentucky's families and communities.

Senate Bill 1,
The Kentucky Adult Education Act

The Kentucky Adult Education Act (Senate Bill 1), which passed unanimously in the 2000 legislative session, set the stage for remarkable improvements in the educational status of adult Kentuckians who lack a high school diploma, function at low levels of literacy, or want to learn the English language. SB 1 was the foundation for sweeping changes in adult education programs and a significant investment in Kentucky's future.

The Kentucky Adult Education Act also created a partnership between the Department for Adult Education and Literacy and the Council on Postsecondary Education by placing budget and policy development under CPE's purview. The partnership was strengthened in July 2003 when the Department moved from the Cabinet for Workforce Development to the Council on Postsecondary Education, and was renamed "Kentucky Adult Education." Governor Ernie Fletcher endorsed this structure when his 2004 reorganization maintained KYAE as a unit of the Council.

The Council and Kentucky Adult Education (KYAE) developed Five Questions to guide implementation of Senate Bill 1. These questions, similar to those that steer postsecondary education reform, are:

1. Are more Kentuckians participating in adult education programs?
2. Are more adult education students meeting their educational goals?
3. Are more adult education students advancing on to postsecondary education?

4. Are more adult education students prepared for employment and the changing workforce?
5. Are Kentucky's communities and economy benefiting?

Enrollment in adult education programs has grown 135 percent over the past four years, from 51,177 in fiscal year 2000 to 120,051 in fiscal year 2004.

To measure the success of adult education and literacy programs, key indicators were developed to correspond with each of the Five Questions.

An Overview of Progress

Question 1: Are more Kentuckians participating in adult education programs?

Highlights:

- Enrollment in adult education programs has grown 135 percent over the past four years, from 51,177 in fiscal year 2000 to 120,051 in fiscal year 2004.
- Enrollment has increased in all segments of adult education – adult basic education, GED preparation, family literacy, workforce education, distance education, English as a second language, and corrections education.

Concerns:

- The 1997 Kentucky Adult Literacy Survey reported that nearly 1 million adults, 40 percent of the 2.4 million in the workforce, function at the two lowest levels of literacy. The 120,000 adult education enrollments in 2004 represent only 12 percent of this number.
- Although Kentucky's non-native population continues to grow, English as a Second Language enrollment has increased very little since 2001 – from 4,278 to 4,841.
- As family literacy programs were phased in across Kentucky, enrollment increased to 4,397 but is not yet meeting the need.

Question 2: Are more adult education students meeting their educational goals?

Highlights:

- In the past five years, 60,315 Kentuckians have earned a GED. In 2004, 9,740 Kentuckians earned a GED.

- Kentucky had the highest increase in the nation in the percent of adults with a high school credential from 1990-2000.
- The U.S. Department of Education holds states accountable for student progress toward meeting educational goals. KYAE is one of only three states to receive incentive funding for meeting or exceeding federal performance measures for the four years the system has been in existence. Among the performance measures are the percentages of students earning GEDs and advancing academically.

Concerns:

- According to the 2003 Current Population Survey, nearly one in five Kentuckians over age 25 do not have a high school diploma or GED, ranking Kentucky 39th in the nation.
- The number of GED graduates must be increased.

According to the 2003 Current Population Survey, nearly one in five Kentuckians over age 25 do not have a high school diploma or GED, ranking Kentucky 39th in the nation.

Question 3: Are more adult education students advancing on to postsecondary education?

Highlights:

- The college-going rate of GED graduates has increased from 12 percent in 1998 to 20 percent in 2001.
- Of GED graduates transitioning to postsecondary, 81 percent enrolled in a public two-year institution, 15 percent in a public four-year university; and five percent in an independent institution.

Concerns:

- The college participation rate of working-age Kentuckians is low compared to top-performing states.
- Too few adult education students take the ACT.
- The GED is not aligned with college standards.

Question 4: Are more adult education students prepared for employment and the changing workplace?

Highlights:

- Enrollment in workforce education has increased from 8,724 in 2000 to 51,388 in 2004.

- In 2004, employees benefiting from workforce education programs represented 996 employers in 100 Kentucky counties.
- In 2004, 784 Kentucky Employability Certificates (KEC) were issued to adult education students. The KEC, based on the ACT WorkKeys assessment, is a standardized credential that validates reading, math, and locating information skills for specific occupations.

Concerns:

- Too few employers and students take advantage of the benefits of the Kentucky Employability Certificate and the Kentucky Manufacturing Skills Standards Certificate.
- Adult education workforce initiatives need better coordination with postsecondary and state economic development initiatives.

Question 5: Are Kentucky's communities and economy benefiting?

Highlights:

- On average, individuals with a high school diploma or GED earn $7,216 more a year in wages than adults without a high school education. The potential increased earnings for the 9,740 graduates in 2004 will be more than $1.4 billion over a 20-year period.

Concerns:

- Too few Kentuckians earn GEDs.

The following pages document KYAE's implementation of Senate Bill 1 and its stewardship of the Commonwealth's investment in adult education.

Charting a Course

Establish a statewide mission for adult education and develop a 20-year strategy for raising the knowledge and skills of the state's population.

Senate Bill 1

In the fall of 2000, the Council approved an adult education strategic agenda and nine-point action plan to guide KYAE's work in fulfilling the charge

of Senate Bill 1. In creating this action plan, KYAE consulted and collaborated with approximately 20 agencies, organizations, and institutions. The plan was shaped on the premise that to leverage and maximize resources, all education initiatives should be assessable, accountable, and avoid duplication of services. The plan was updated in 2003, and adopted by the Council in early 2004. It encompasses adult education core services, family literacy, corrections education, distance learning, workforce education, professional development, and P-16. (http:\\adulted.state.ky.us -- click on About Adult Education.)

One of the most crucial components of both plans is the establishment of enrollment goals for the system as a whole and for individual counties that are based on a percentage of county residents at the two lowest literacy levels, according to the Kentucky Adult Literacy Survey. Not only have enrollment goals increased from a target of 60,000 enrollments in 2000-01 to 115,000 in 2004-05, but actual enrollments have exceeded goals each year the plan has been in place. KYAE officials believe that accountability at the county and state levels has been key to the system's progress.

On average, individuals with a high school diploma or GED earn $7,216 more a year in wages. The potential increased earnings for the 9,740 graduates in 2004 will be more than $1.4 billion over a 20-year period.

Increasing Literacy Levels

Facilitate the development of strategies to increase knowledge and skills of adults in all counties by promoting the efficient and effective coordination of all available education and training resources.

Senate Bill 1

Adult education is offered through a diverse and comprehensive system, which includes sites in local school districts, community and technical colleges, community-based organizations, universities, correctional facilities, and cyberspace. One of the nation's preeminent adult education advocacy organizations recently praised the "astounding success" of Kentucky Adult Education, discovering what Kentuckians have known for a long time: the state's adult education programs work.

To build and sustain momentum in the adult education system, KYAE focuses on program support (core services, family literacy, corrections education) and system support (distance learning, state workforce education, professional development, and P-16). Other emphases have been on public information and recruitment campaigns, partnerships, transitioning students to postsecondary, tax credits, and tuition discounts.

Core Services

Adult basic education, workforce education, English as a Second Language, and GED preparation make up core services of the Kentucky Adult Education System. Funding for core services is distributed to eligible organizations in every Kentucky county through grants. The Adult Education Act requires services to be targeted to communities with the greatest need; therefore, funding is based on the number of adults in each county functioning at low literacy levels.

GED Services - More than 60,000 Kentuckians earned GEDs between 2000 and 2004. KYAE staff members maintain a database of all GED graduates in Kentucky and administer the issuance of GED diplomas and transcripts, which are required by postsecondary institutions, the military, and many employers.

KYAE also monitors Kentucky's 50 GED testing centers to ensure compliance with national GED Testing Service (GEDTS) standards. GEDTS monitored all of Kentucky's GED test centers in 2002-04, and noted Kentucky's significant progress in compliance with standards.

KYAE provides English as a Second Language (ESL) instruction to nearly 5,000 individuals per year.

English as a Second Language - KYAE provides English as a Second Language (ESL) instruction to nearly 5,000 individuals per year. Instructors focus on real-life needs of learners, including how to participate in a new cultural environment and how to communicate effectively in the workplace and community. Adult educators help learners who seek to pass the U.S. citizenship exams with instruction focusing on U.S. government and history, information about immigration and naturalization, and the rights, responsibilities and benefits of U.S. citizenship.

Alignment - To more adequately prepare adult students for postsecondary education and employment, KYAE is developing content standards and aligning its curriculum and assessments to rigorous postsecondary and workforce standards, as endorsed by the State P-16 Council and defined by the American Diploma Project.

Assessments - Kentuckians who enroll in adult education have varying levels of educational attainment – some cannot read or write, some do not have a high school diploma, some are high school graduates who need to upgrade their basic academic skills, and some need to learn English. People enroll in adult education with differing goals – to earn a GED, to help their chil-

dren with homework, to score well on a promotional test at work, to enroll in postsecondary education, or to keep up with technology or skills to keep a job. Because of the wide variance of skills and needs, people who enroll in core services are given a standardized assessment to determine their academic level and to pinpoint where instruction is needed. The assessments also help adult educators determine which of the many curricula resources can best meet the individual's needs – GED preparation, WorkKeys, online learning, or another curriculum.

Family Literacy

Senate Bill 1 mandates that KYAE provide technical assistance in developing family literacy services. Family literacy programs are designed to break the intergenerational cycle of under-education by providing opportunities for parents and their children to learn together. The goals, as stipulated in the *Kentucky Adult Education Act*, are to provide parents with instruction in basic academic and employability skills; to provide parents with instruction/activities emphasizing parenting; to ensure that children have age-appropriate educational instruction; and to provide developmentally appropriate experiences that require interaction between parents and children.

KYAE implemented a family literacy expansion plan that phased in family literacy across the Commonwealth. As of 2003, all 120 counties offer family literacy as part of their adult education program. Kentucky is one of only two states with family literacy programs in every county. In addition, KYAE has:

- Increased participation in family literacy programs from 1,000 in FY2001 to 4,397 in FY2004.
- Collaborated with Head Start, Even Start, the local board of education preschool program, and other service providers for early childhood education, parenting, and the parent-and-child components, thereby leveraging funds rather than duplicating services.
- Required family literacy programs to meet enrollment and performance goals as a condition for funding.
- Co-funded the Kentucky Institute for Family Literacy (KIFL) at the National Center for Family Literacy to provide professional development and technical assistance to county programs. Since 2001, KIFL has made 315 visits to county adult education programs and provided 25 professional development trainings.

As of 2003, all 120 counties offer family literacy as part of their adult education program. Kentucky is one of only two states with family literacy programs in every county.

Evaluating Family Literacy - In June 2004, Thomas, Warren and Associates completed an external evaluation of Kentucky's family literacy program and issued a final report with findings and recommendations. The evaluation is

available at http://adulted.state.ky.us/Performance.htm.

The study asserted that Kentucky "has been, and continues to be, a widely recognized supporter of family literacy services and exerts a strong national influence." The report contained nine recommendations and numerous suggested actions for implementation, which were presented to adult education providers at regional meetings in August 2004. Based on the evaluation, KYAE is revising its family literacy performance indicators to focus on literacy and is aligning the child indicators to the Kentucky Department of Education early childhood standards. In addition, KIFL is using the evaluation as a foundation for professional development and technical assistance provided to adult educators.

Corrections Education

KYAE contracts with the Kentucky Community and Technical College System to provide corrections education for inmates in state prisons and uses federal funds to support adult education in 72 full-service local jails. In addition to GED preparation, instructional practices include strategies to help inmates acquire life and employability skills to become self-sufficient after leaving prison. KYAE provides adult education to nearly 7,000 inmates per year through a mix of state and federal funding.

Beginning in the 2004-05 fiscal year, county adult education programs with full-service jails in their counties are required to provide corrections education unless the jailer states in writing that education services are prohibited.

Distance Learning

The Kentucky Virtual Adult Education web site (www.kyvae.org) is the first of its kind in the nation. It provides adult students and instructors with anytime, anywhere access to curriculum, information, resources and services in an easy-to-use, motivational format. Adults can study for the GED, enhance job skills, or improve their English as long as they have access to a computer, the Internet, and e-mail.

As a resource hub for adult educators, Kentucky Virtual Adult Education provides more than 40 indexing, abstracting, and full-text databases with more than 5,000 journals and magazines. Online professional development courses make it possible for adult educators to learn new skills without disrupting service for students. Improved access, consistency, and efficiency are additional benefits of distance learning.

More than 11,332 adult students and 1,000 educators accessed kyvae.org in 2004 to meet their educational and professional development needs.

State-level Workforce Education

Assist providers with development of quality job-specific and workplace essential skills instruction for workers in business and industry, literacy and adult basic education, adult secondary education, including high school equivalency diploma preparation, the external diploma program, ESL, and family literacy programs, in cooperation with local business, labor, economic development, educational, employment, and service support entities.

Senate Bill 1

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Kentucky must maintain and bolster the education system necessary for the undereducated adults to upgrade skills required for current and emerging jobs. Employers demand workers with strong reading and math skills, in addition to communication, problem solving and teamwork skills. An educated workforce is recognized as a key infrastructure component to successful economic development efforts. Kentucky Adult Education currently has several workforce-centered programs and initiatives that can help create and retain jobs for the Commonwealth.

Workforce Education Program - The Workforce Education Program stimulates workforce-focused partnerships among local, regional, and state agencies. The program is guided by the Workforce Alliance, a collaborative committee representing Kentucky Adult Education, Council on Postsecondary Education, Department for Workforce Investment, Kentucky Community and Technical College System, and the Cabinet for Economic Development. Its purpose is to leverage resources to maximize the number of adults and employers served. KYAE funds basic skills training for incumbent and prospective employees through the Workforce Alliance. Training may include reading, writing, computations, English as a second language, team building, problem solving, critical thinking, computer literacy and adult basic education/GED at the worksite. Since 2000, enrollment in workforce education programs has increased from 8,724 to 51,388 in 2004.

Competency-based Instruction and Certifications - KYAE adult education centers prepare adults to take the ACT WorkKeys assessment for the

Kentucky Employability Certificate (KEC), a standardized credential that validates reading, math and locating information skills for specific occupations. KYAE programs also provide targeted instruction for the Kentucky Manufacturing Skills Standards assessment, which is based on the academic, employability and occupational skills identified by industry as necessary for manufacturing employment.

Project Excel - KYAE is leading the development of an Internet-based comprehensive database and repository to connect employers with Kentuckians with GED diplomas, certificates, licenses and degrees. This database also will provide aggregate data on the number of individuals with certificates, licenses and degrees in a variety of geographic and demographic presentations. The database is to be completed and operational by June 30, 2005.

KYAE is leading the development of an Internet-based comprehensive database and repository to connect employers with Kentuckians with GED diplomas, certificates, licenses and degrees.

Training for Health Care Employees - KYAE has developed a curriculum for entry-level health care employees that focuses on the problem-solving, math and communications skills necessary for improving employees' performance of routine job tasks.

SkillMobiles - Two KYAE SkillMobiles, state-of-the-art online training centers, are available to business and industry. The units feature a comprehensive selection of online curriculum, desktop computers, flat panel displays, printers and wireless Internet access.

Professional Development

Assist adult educators to meet professional standards.

Senate Bill 1

In recognition that Kentucky's adult students deserve the same high-quality instruction as our children, KYAE has focused on improving adult education professional development. KYAE provides teaching instruction grounded in research; program improvement and support; development and dissemination of curricula; and linkages with postsecondary institutions.

More than 900 full- and part-time educators benefit from high-quality, research-based professional development in adult learning, technology, family literacy, leadership, quality improvement and English as a Second Language. Kentucky Adult Education offers classroom-style instruction as well as blended courses that combine face-to-face training with online assignments, plus online

courses via the Kentucky Virtual Adult Education Web site, www.kyvae.org.

The site enables KYAE to track educators' participation in professional development and enables instructors to interact with each other, and access the latest research, resources, lesson plans and best practices in adult education. KYVAE also provides the Kentucky Adult Education Resources Database, which includes curriculum guides, recommended reading, and lesson plans. The portal provides access to more than 30 databases where educators and their students can search for information published in journals and magazines, including full text articles from more than 5000 journals and magazines.

Kentucky Adult Education contracts with the Collaborative Center for Literacy Development (CCLD) to offer the Kentucky Adult Educators Literacy Institute (KAELI), which provides training on in-depth reading and writing processes and investigates teaching and learning strategies that support the adult student. More than 144 adult educators have participated in KAELI, resulting in highly qualified master reading and writing teachers in every county adult education program. A similar institute for math instructors is planned.

The Adult Education Academy for Professional Development offers English as a Second Language workshops and a Leadership Institute. The ESL workshops are offered at various regions in the Commonwealth. The Leadership Institute trains program directors to apply concepts of continuous program improvement as outlined by the Baldrige framework.

The Kentucky Institute for Family Literacy (KIFL), National Center for Family Literacy, provides professional development, technical assistance, curriculum resources and policy coordination on family literacy.

KYAE and the Kentucky Association for Adult and Continuing Education host an annual state conference with multiple professional development sessions and networking opportunities for adult education providers.

KYAE hosts an annual GED Examiners Training conference to provide professional development of employees of GED testing centers statewide.

More than 900 full- and part-time educators benefit from high-quality, research-based professional development in adult learning, technology, family literacy, leadership, quality improvement and English as a Second Language.

Public Information and Recruitment Campaigns

Lead a statewide public information and marketing campaign to convey the critical nature of Kentucky's adult literacy challenge and to reach adults and employers with information about available education and training opportunities.

Senate Bill 1

Go Higher Kentucky

The Go Higher Kentucky campaign began in 2000 with two goals: 1) to increase Kentucky's participation and investment in education; and 2) to encourage Kentuckians of all ages, but especially undereducated adults from 16 to 64, to take the next step to advance their education level – be it learning to read or going to college.

The campaign works on several fronts. Statewide broadcast and print media deliver messages to the target audiences, who are encouraged to call the toll-free help line or visit the web for more information. At the grassroots level, the Go Higher community initiative engages educators, businesses, and civic leaders in local efforts to increase participation in adult and postsecondary education.

The campaign's first phase (May-August 2001) motivated undereducated adults to complete their GED and consider college. Highlights included radio and television ads, direct mail, posters, free testing, and GED educator rallies in Louisville and Lexington. The second phase focused more broadly on encouraging adults to upgrade their credentials and skills.

Ten counties were designated Go Higher communities. These areas received up to $30,000 each to start local P-16 councils and conduct education needs assessments. A series of radio, affiliate television, and cable ads aimed at adults aired statewide from January-March 2002, and again from July-August 2003. Hundreds of news features and editorials appeared in newspapers and magazines. Information kits that highlighted the wide array of on-site training programs the state offers to improve workers' basic reading, math, and communication skills were disseminated to employers.

The third phase encouraged teens to attend and plan for college. A series of radio, affiliate television, and cable ads aimed at teens aired statewide from January-March 2002, and again in July-August 2003. Five career and college expos gave thousands of at-risk middle school students participating in the GEAR UP program a chance to visit a college campus and see the kinds of opportunities college makes possible. Advertisements appeared in the Lane Report's *Next* publication, distributed to all high school seniors in Kentucky.

The fourth phase of the campaign involved radio and cable and network television ads that aired for four weeks in August 2004. The ads featured the KYVAE call center toll-free number as well as the new GoHigherKy..org Web site address. Again, the focus of the campaign was on encouraging adults without a high school credential to earn a GED and go on to college.

The campaign played a significant role in producing the following adult education outcomes:

- Adult education enrollment records were set every year – 51,177 in 2000; 62,734 in 2001; 86,413 in 2002; 109,880 in 2003; and 120,051 in 2004. Enrollment since 2000 has escalated 135 percent.
- More than 60,000 Kentuckians earned GEDs from 2000-04.
- Adult education services to the business community have grown from 8,724 employees in 2000 to 51,388 in 2004.
- More GED graduates are transitioning to postsecondary education – from only 12 percent in 1998 to 20 percent in 2001.

Family Literacy Campaign

In conjunction with KYAE and the Kentucky Department for Education, the Kentucky Institute for Family Literacy conducted a marketing campaign focusing on the Commonwealth's family literacy programs. Between August 23 and September 17, 2004, Clear Channel radio stations across the state aired a 60-second family literacy radio spot three to four times daily. The ad ran during morning, noon and evening drive times on 85 stations for a total of 6,640 commercials during the campaign.

In addition to the broadcast campaign, KIFL provided all programs with a CD containing the radio spot as part of the recruitment toolkit for Kentucky family literacy programs. Each toolkit also included:

- A recruitment handbook
- Materials such as posters, bookmarks, postcards and brochures
- A recruitment calendar
- CD with sample PowerPoint presentations
- Certificates

Judicial Awareness

Create an awareness program in cooperation with the Administrative Office of the Courts to ensure that District and Circuit Court Judges are aware of the provisions of KRS 533.200 and the methods to access adult education and literacy programs for persons sentenced under the statute.

Senate Bill 1

KRS 533.200 provides that a person convicted of a misdemeanor, violation, or felon who has not received a graduation certificate from high school or who has not passed the GED may be sentenced to attend and successfully

complete a program designed to improve reading, living, and work skills.

In 2001, KYAE built awareness of alternative sentencing and adult education services through direct mail, newsletter articles, news releases and presentations at conferences. Efforts included:

- Articles in the Circuit Judges' and District Judges' newsletters, the Administrative Office of the Court's *Kentucky Law Related Education* (court-designated workers) and *Family Matters* (family courts) publications, Kentucky Association of Criminal Defense Lawyers' newsletter, Kentucky Bar Association's *Bench and Bar*, and the Department of Public Advocacy's *The Advocate*, summer and fall 2001.
- Article inserted in paychecks of prosecuting attorneys, September 2001.
- List of adult education providers inserted in the conference program for the Circuit Judges Judicial Conference in September 2001.
- Presentations by KYAE staff at the Circuit Judges Judicial Conference, September 2001; Domestic Relations Commissioners Training, August 2001; Kentucky Council on Crime and Delinquency Conference, September 2001.
- News release to Kentucky media.
- Request to adult education providers urging them to contact local court systems with information about adult education in their communities.

Transitioning to Postsecondary Education

KYAE funds college-going pilot projects with three comprehensive universities and the Kentucky Community and Technical College System. The pilots are designed to increase the number of GED graduates entering postsecondary education, align goals with local P-16 councils and One-Stop Career Centers, help determine policy implications for the transitioning process, and create models that ensure success in postsecondary education.

The Council and KYAE are working to move more GED graduates to college, and the efforts are showing results. The GED college-going rate has increased from 12 percent in 1998 to 20 percent in 2001, the latest year for which data are available.

State Income Tax Credit and Tuition Discounts

Senate Bill 1 created a tax credit for employers and a tuition discount for employees as an incentive for the attainment of GEDs. The incentives provide tax credits up to $1,250 to businesses that provide their employees a minimum

of five hours of paid release time to study for the GED. Qualifying GED recipients who complete the GED tests within one year are eligible for tuition discounts of up to $250 per semester, up to four semesters in Kentucky's public postsecondary institutions.

While this innovative approach was believed to hold promise, neither employers nor adult students have taken advantage of the incentives. KYAE has made a substantial attempt to market the program, including the following efforts:

- Article in the Revenue Cabinet's *Tax Alert* newsletter and inserts in the Revenue Cabinet's quarterly mailings to employers.
- Article in the Kentucky Journal of Commerce and Industry newsletter.
- Multiple articles in the Cabinet for Workforce Development's newsletter distributed to 6,000 employers.
- Article in the Kentucky Workforce Investment Board newsletter distributed to employers and Local Workforce Investment Board members.
- Article in the Kentucky Chamber of Commerce newsletter.
- Article in *Kentucky Living* magazine.
- Article and flyers distributed to Labor Councils throughout Kentucky.
- Information mailed to 90,000 employers through the Department for Employment Services.
- Flyers distributed to visitors at the Kentucky State Fair.
- News release to Kentucky media, which resulted in an article picked up by the Associated Press and used statewide.
- Flyers and articles distributed to adult education programs statewide.
- Presentations to local Chamber of Commerce meetings and other civic groups by cabinet secretary.

The Council and KYAE are working to move more GED graduates to college, and the efforts are showing results. The GED college-going rate has increased from 12 percent in 1998 to 20 percent in 2001.

To date, only one employer has taken advantage of the tax credits and no students have accessed the tuition discounts. The Council and KYAE are assessing the results to date and considering recommendations for possible modifications.

Funding Adult Education

> Services shall be targeted to communities with the greatest need based on the number of adults at literacy levels I and II as defined by the 1997 Kentucky Adult Literacy Survey.
>
> *Senate Bill 1*

Prior to the passage of SB1, funding for adult education programs was based on a grant proposal process, with funding allocated based on the merit of the proposals submitted and the amount of funds available statewide. SB 1 increased the base funding for adult education programs and required KYAE to allocate funds based on need. To achieve equity in funding, a higher percentage of the additional state funds was applied to counties below the base. Additionally, enrollment and performance goals were established, and incentive funding was provided to programs meeting their goals. In this process, KYAE held the better-funded county programs harmless, while adding more money to the base for the programs that were less well funded.

While state and federal appropriations eroded due to budget reductions, it was not possible to bring the base to the level of the best-funded county programs. KYAE recognized that these funding levels had the potential to provide over-funded counties with an advantage in meeting enrollment and performance goals, which are calculated the same way for all programs. In March 2004, KYAE implemented a two-year plan to bring county programs to equity.

Research Activities

In 2000, KYAE funded a University of Kentucky report, *Reasonable Choices: Understanding Why Undereducated Adults Choose Not to Participate in Adult Education.* The report, which reflects research conducted exclusively in the rural parts of the state, found that:

- Adult education programs directly compete with everyday priorities including work, family, and community responsibilities in complex ways.
- Adult education is perceived by the public as GED preparation with the accompanying stigma of being "school-like."
- The GED is often not considered an appropriate goal by undereducated adults and therefore not valued.
- Alternative forms of certification to the GED are desirable.

In the fall of 2001, KYAE expanded the rural research to include metropolitan sites. The results of this metropolitan research support the findings of the first study, particularly the point that alternative forms of certification to the GED are desirable.

KYAE contracted with the Council for Advancement of Adult Literacy (CAAL) for a case study on the partnership between adult education and community colleges. The CAAL report spotlighted the progress of adult education in Kentucky and focused on the "astounding success" of KYAE, CPE, and the

Kentucky Community and Technical College System.

"As a national model, the Kentucky system is fascinating and instructive in numerous ways," noted Gail Spangenberg, president of CAAL, in the report's foreword. The report singled out five examples of Kentucky's innovations. They include:

- An explicit statewide policy that provides a seamless system of transitions from adult education to postsecondary.
- A learner-centered and competency-based adult education program;
- A large investment in workforce education.
- Community college presidents who support adult education.
- An array of linkages between adult education and the community college systems.

In June 2004, Thomas, Warren and Associates completed an external evaluation of Kentucky's family literacy program and issued a final report with findings and recommendations. More information about this evaluation is available in the Family Literacy section of this report.

A requirement of KYAE's contract with the Collaborative Center for Literacy Development is evaluative research on the Kentucky Adult Educators Literacy Institute (KAELI) to determine the effectiveness of the delivery of course content, usefulness for the adult educator, and impact on outcomes for low literacy adults. Emergent findings are provided to KYAE, KAELI directors and collaborative partners as part of the process for reviewing and assessing KAELI.

Delivering Accountability

> Establish standards for adult literacy and monitor progress in achieving the state's adult literacy goals, including existing standards that may have been developed to meet requirements of federal law in conjunction with the Collaborative Center for Literacy Development.
>
> *Senate Bill 1*

KYAE is accountable to the Council on Postsecondary Education and the U.S. Department of Education for meeting statewide performance indicators. Kentucky is one of only three states to have received federal Workforce Investment Act incentive funding, based on meeting performance measures, for the four years it has been available.

In turn, KYAE holds county programs accountable for meeting enrollment and performance goals and bases performance incentive funding on these measures. To qualify for performance incentive funding, which is based on a percentage of a county's base level of funding, county programs must meet or exceed annual enrollment goals and at least 50 percent of the key indicators of performance. Programs not meeting enrollment and performance goals at acceptable levels develop a program improvement plan including timelines for achieving goals, subject to approval by KYAE. Failure to meet performance criteria may result in termination of contracts. KYAE's performance measures are the following:

1. Demonstrated improvements in literacy skill levels in reading, English language writing and speaking, numeracy, problem solving, English language acquisition and other literacy skills.
2. Placement in, retention in or completion of postsecondary education, training, unsubsidized employment or career advancement.
3. Receipt of a secondary school diploma or its recognized equivalent.
4. Enrollment in adult education.

Kentucky is one of only three states to have received federal Workforce Investment Act incentive funding, based on meeting performance measures, for the four years it has been available.

Performance levels for measures 1-3 are negotiated with the U.S. Department of Education on an annual basis.

Kentucky's web-based Adult Education Reporting and Information Network (AERIN) allows local programs to track the achievements of participants. It functions as a universal, seamless, performance-based workforce investment system that is responsive to the needs of adult students, providers and employers. AERIN data are shared with One-Stop centers, local workforce investment boards and students. Also, performance reports are posted on the KYAE web site quarterly and annually.

In addition to reviewing annual performance data, KYAE is engaged with adult education providers throughout the year in evaluating their programs and providing technical assistance. Descriptions of the various means of program evaluation follow.

Desk Audits

On an annual and ongoing basis, KYAE reviews each provider's enrollment and performance, which is evaluated according to federal performance indicators described above. Using the AERIN online data collection system, KYAE receives data on enrolled students directly from providers. Through AERIN, KYAE and providers can regularly evaluate program effectiveness.

At both the state and county level, AERIN provides the capacity to analyze program performance, identify program improvement needs, assess the effectiveness of program design and plan appropriate staff development to better serve adult learners. Local programs use program evaluations to do self-assessments, which contribute to an ongoing process of program improvement.

Based on data, Kentucky Adult Education links performance to program improvement efforts and funding decisions. Participant outcome data are crucial in creating a system responsive to learner and community needs. The data also serve as a basis for the state to identify and share information among practitioners concerning best practices.

Program Improvement

Using data from AERIN and program improvement and support policy, programs are determined to be in need of program improvement support. Recognizing that program improvement is impacted by many factors, the Instruction and Program Support staff have expertise in professional development, teacher quality, instructional effectiveness, curriculum assessment, program evaluation and technical assistance.

Programs that are deemed in need of program improvement are required to submit a Program Improvement Plan to Kentucky Adult Education. A performance improvement team is formed to provide individualized support to the local provider. Support provided by KYAE includes assistance with professional development, recruitment, record keeping, evaluation of instruction, links to other local partners, and other support based on individual needs.

The Instruction and Program Support staff also assists in disseminating information on best practices and developing programs that are committed to continuous improvement.

Performance and Financial Audits

KYAE annually conducts a comprehensive performance and financial audit of a minimum of 20 percent of Kentucky's adult education programs. The performance section of each audit includes reconciliation of student and faculty data; review for compliance with required professional development activities; and review for compliance with adult education policies and procedures.

The financial section of each audit includes a review of a sample of invoice records, verification of expenditures and a determination of compliance with allowable costs. The audit includes an examination of internal controls to determine whether proper accountability exists for the receipt and disbursement of funds and whether documentation and reporting are adequate.

Appendix A

Key Indicators of Progress
Toward Postsecondary Reform
2003-04

Appendix A: Key Indicators of Progress Toward Postsecondary Reform

Note: Measurements and goals reported were current as of June 30, 2004.

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Question 1: Are more Kentuckians ready for postsecondary education?

Preparation of Adults

1.A Percentage of adults (25 and over) with at least a high school diploma or GED

	Actual						Goal
Level of Measurement	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**2003**
Statewide	77.9%	78.2%	78.7%	79.0%	80.8%	82.8	81.1
US	82.8%	83.4%	84.1%	84.1%	84.1%	84.6	

Source: US Census Bureau, Current Population Survey

Preparation of High School Graduates

1.B Average ACT scores of high school graduates

	Actual							Goal	
Level of Measurement	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**2004**	**2004**	**2014**
Statewide	20.2	20.1	20.1	20.1	20.0	20.2	20.3	20.3	National
US	21.0	21.0	21.0	21.0	20.8	20.8	20.9		average

Source: ACT, Inc.

1.C Number of college-level courses per 1,000 HS juniors and seniors

Level of Measurement	Actual 1998	1999	2000	2001	2002	2003	Goal 2004
Statewide	83.8	94.8	95.8	124.8	219.5	377.7	400.0

Note: Calculation is number of high school juniors and seniors enrolled in college courses and the number of scores of "3" or better on AP tests per 1,000 high school juniors and seniors.

Source: CPE Comprehensive Data Base, KDE, College Board

Affordability

1.D *Measuring Up* affordability measures

Level of Measurement	Indicator	Actual 2000	2002	2004	Goal 2006
Statewide		KY	KY	KY	
	Ability to pay, Public 4-Year	21%	19%	22%	Improve
	Ability to pay, Public 2-Year	17%	17%	21%	on all
	Ability to Pay, Private	44%	40%	52%	six
	Need-based financial aid	33%	37%	40%	indicators
	Low-priced colleges	14%	13%	20%	
	Low student debt	$3,327	$2,987	$3,018	

Source: National Center for Public Policy and Higher Education, National Report Card on Higher Education

Question 2: Are more students enrolling?

Postsecondary Enrollment

2.A Number of undergraduates

Level of Measurement	Institution	Actual 1998	1999	2000	2001	2002	2003	Goals 2003	2004	2005	2006
Systemwide, Institutions	Eastern Kentucky University	13,480	13,274	12,909	13,023	13,053	13,567	13,339	13,472	13,606	13,742
	Kentucky State University	2,205	2,277	2,129	2,165	2,107	2,138	2,325	2,400	2,450	2,500
	Morehead State University	6,743	6,645	6,755	7,268	7,712	7,929	7,447	7,544	7,641	7,740
	Murray State University	7,349	7,299	7,492	7,776	8,088	8,385	7,900	8,000	8,100	8,200
	Northern Kentucky University	10,643	10,672	10,859	11,288	12,164	12,223	12,100	12,400	12,700	13,000
	University of Kentucky	17,157	16,847	16,899	17,284	17,878	18,190	17,535	17,615	17,675	17,715
	University of Louisville	14,647	14,710	14,477	14,131	14,475	14,724	14,370	14,300	14,300	14,300
	Western Kentucky University	12,713	12,921	13,272	14,135	15,234	15,798	14,435	14,585	14,735	14,885
	Subtotal	84,937	84,645	84,792	87,070	90,711	92,954	89,451	90,316	91,207	92,082
	Lexington Community College	6,118	6,807	7,214	7,793	8,270	8,672	8,265	8,345	8,435	8,520
	KCTCS	45,529	46,035	52,201	63,120	67,812	72,023	66,900	69,600	73,100	76,700
	Total Public Institutions	136,584	137,487	144,207	157,983	166,793	173,649	164,616	168,261	172,742	177,302
	Independent Institutions	24,342	24,099	25,159	26,551	26,845	26,955	27,551	28,051	28,551	29,051
	System Total	160,926	161,586	169,366	184,534	193,638	200,604	192,167	196,312	201,293	206,353

Source: CPE Comprehensive Data Base

Postsecondary Enrollment, cont'd

2.B Number of graduate/first-professional students

Level of Measurement	Institution	Actual						Goals			
		1998	1999	2000	2001	2002	2003	2003	2004	2005	2006
Systemwide, Institutions	Eastern Kentucky University	1,922	1,914	1,748	1,890	2,195	2,384	2,121	2,163	2,206	2,250
	Kentucky State University	98	116	125	149	146	168	155	159	163	166
	Morehead State University	1,520	1,526	1,572	1,759	1,678	1,580	1,740	1,760	1,780	1,800
	Murray State University	1,554	1,615	1,649	1,872	1,832	1,715	1,900	1,950	2,000	2,050
	Northern Kentucky University	1,156	1,104	1,242	1,260	1,579	1,722	1,445	1,520	1,570	1,610
	University of Kentucky	6,552	6,219	6,217	6,764	7,155	7,289	6,935	6,970	7,040	7,110
	University of Louisville	5,562	5,424	5,627	5,573	5,958	6,101	5,768	5,872	5,902	5,937
	Western Kentucky University	2,169	2,202	2,244	2,444	2,584	2,593	2,518	2,555	2,592	2,629
	Total	20,533	20,120	20,424	21,711	23,127	23,552	22,582	22,949	23,253	23,552

Note: Excludes post-doctoral students and house staff

Source: CPE Comprehensive Data Base

College-Going

2.C Ninth-graders enrolling in college within four years

Level of Measurement		Actual 1996	1998	2000	2002	Goal 2004
Statewide						
	Kentucky	36.0%	37.0%	37.9%	38.3%	Increase percentage,
	Top States	54.0%	54.0%	52.0%	NA	narrow gap with
	National Average	39.7%	38.8%	37.5%	38.0%	top states

Source: NCPPHE, National Report Card, Postsecondary Opportunity

2.D College-going rates of GED completers within two years

	Actual				Goal	
Level of Measurement	**1998**	**1999**	**2000**	**2001**	**2001**	**2002**
Systemwide	12%	15.6%	17.6%	19.9%	19.4%	21.2%

Sources: CPE Comprehensive Data Base , Kentucky Adult Education - Council on Postsecondary Education

Question 3: Are more students advancing through the system?

Persistence and Completion

3.A One-year retention rates of first-time freshmen

Level of Measurement	Institution	1998	1999	Actual 2000	2001	2002	2003	2003	Goals 2004	2005	2006
Institutions	Eastern Kentucky University	72.1%	69.8%	72.9%	73.4%	72.7%	72.8%	74.6%	75.2%	75.8%	76.5%
	Kentucky State University	64.8%	76.5%	69.8%	76.2%	62.3%	67.7%	77.1%	77.6%	78.1%	78.5%
	Morehead State University	73.2%	69.3%	71.1%	75.0%	75.1%	73.3%	76.0%	76.5%	77.0%	77.5%
	Murray State University	77.6%	73.3%	77.7%	77.8%	77.0%	74.3%	78.2%	78.4%	78.6%	78.8%
	Northern Kentucky University	66.4%	66.0%	68.2%	69.0%	72.4%	67.5%	70.2%	70.8%	71.4%	72.0%
	University of Kentucky	86.7%	86.3%	88.0%	86.1%	88.2%	86.4%	87.9%	88.1%	88.3%	88.5%
	University of Louisville	78.0%	77.0%	78.7%	78.4%	80.8%	83.2%	80.1%	81.0%	81.9%	82.8%
	Western Kentucky University	74.1%	75.3%	76.8%	77.1%	78.5%	77.6%	77.8%	78.1%	78.4%	78.9%
	KCTCS	54.1%	53.8%	54.9%	52.4%	55.4%	55.2%	54.8%	56.0%	57.2%	58.4%
	Lexington CC	63.6%	62.5%	63.7%	65.6%	63.2%	60.9%	66.5%	67.0%	67.5%	68.0%
	Total Public Institutions	67.7%	67.3%	69.1%	65.9%	68.3%	68.3%				

Source: CPE Comprehensive Data Base
Note: Students who enroll at the same institution, another Kentucky institution, or who graduate are considered retained.

3.B Number of community and technical college transfers

Transfers in from KCTCS or LCC

Level of Measurement	Institution	Actual 1998	1999	2000	2001	2002	2003	Goals 2004	2005	2006
Institutions	Eastern Kentucky University	470	468	461	408	392	472	480	488	496
	Kentucky State University	17	12	9	19	17	21	22	27	32
	Morehead State University	267	260	269	265	272	221	302	311	321
	Murray State University	294	302	308	326	317	309	330	335	340
	Northern Kentucky University	47	45	58	48	50	52	76	88	110
	University of Kentucky	806	746	660	704	700	648	690	700	711
	University of Louisville	466	421	293	326	342	350	356	374	393
	Western Kentucky University	288	270	245	262	319	296	291	305	319
	Total	2,655	2,524	2,303	2,358	2,409	2,369	2,547	2,628	2,722

Transfers to any Kentucky public or independent four-year institution

Level of Measurement	Institution	Actual 1998	1999	2000	2001	2002	2003	Goals 2004	2005	2006
Institutions	KCTCS	2,541	2,434	2,213	2,145	2,219	2,242	2,666	2,810	2,962
	Lexington CC	552	553	534	587	658	709	572	581	590
	Total	3,093	2,987	2,747	2,732	2,877	2,951	3,238	3,391	3,552

Source: CPE Comprehensive Data Base

Graduation

3.C Percentage of adults with a bachelor's degree or higher

Level of Measurement	Actual 1998	1999	2000	2001	2002	2003	Goals 2004	2005	2020
Statewide	20.1%	19.8%	20.5%	20.4%	21.6%	21.3%	22.1%	22.4%	National
US	24.4%	25.2%	25.6%	26.2%	26.7%	27.2%			Average

Source: US Census Bureau, Current Population Survey. Annual Social and Economic Supplements, 1998-2003

3.D Six-year graduation rates of bachelor's degree students

Level of Measurement	Institution	Actual 1998	1999	2000	2001	2002	2003	Goals 2003	2004	2005	2006
Universities	Eastern Kentucky University	26.8%	31.5%	30.0%	37.2%	33.1%	37.1%	33.5%	35.5%	37.5%	40.0%
	Kentucky State University	17.7%	31.3%	31.2%	33.5%	27.2%	39.0%	33.0%	34.0%	35.0%	36.0%
	Morehead State University	40.1%	44.0%	38.6%	45.6%	43.8%	44.2%	43.0%	44.0%	45.0%	46.0%
	Murray State University	38.5%	40.9%	46.3%	55.0%	55.4%	56.3%	48.4%	49.0%	49.7%	50.4%
	Northern Kentucky University	30.1%	32.3%	35.4%	40.5%	37.8%	33.3%	36.5%	37.0%	37.5%	38.0%
	University of Kentucky	50.8%	52.2%	55.3%	57.2%	57.8%	61.1%	56.8%	57.4%	58.0%	58.6%
	University of Louisville	29.9%	31.6%	30.8%	33.3%	32.8%	34.9%	36.7%	38.6%	40.6%	42.6%
	Western Kentucky University	39.1%	37.7%	41.5%	40.8%	41.0%	43.4%	41.8%	42.0%	43.2%	44.4%
	Total University System	36.7%	39.3%	39.8%	44.1%	43.5%	45.3%				

Source: CPE Comprehensive Data Base

Question 4: Are we preparing Kentuckians for life and work?

Undergraduate Student Experience

4.A National Survey of Student Engagement (NSSE), 2003

Composite Benchmark Scores*

	EKU		KSU		MoSU		MuSU	
	Actual	**Predicted**	**Actual**	**Predicted**	**Actual**	**Predicted**	**Actual**	**Predicted**
First-Year Students								
Level of Academic Challenge	49.8	50.3	50.2	46.9	51.9	50.5	51.0	49.8
Active and Collaborative Learning	39.5	37.4	39.5	42.5	39.0	39.2	41.8	38.7
Student Interactions with Faculty Members	36.8	31.5	37.7	37.0	37.3	33.9	38.7	33.0
Enriching Educational Experiences	50.4	49.4	57.6	51.2	53.6	52.9	54.8	51.1
Supportive Campus Environment	59.0	59.0	52.8	56.7	56.3	60.1	61.7	59.6
Senior Students								
Level of Academic Challenge	54.4	54.1	50.9	52.1	54.2	55.5	54.6	54.2
Active and Collaborative Learning	50.9	50.1	50.4	53.3	50.0	49.9	49.1	50.5
Student Interactions with Faculty Members	43.8	41.6	43.0	43.5	42.1	44.3	45.8	43.1
Enriching Educational Experiences	45.9	44.3	51.1	47.6	47.0	45.9	45.0	45.0
Supportive Campus Environment	55.9	56.2	52.8	57.5	55.2	58.4	61.0	58.0

	NKU		UK		UofL		WKU	
	Actual	**Predicted**	**Actual**	**Predicted**	**Actual**	**Predicted**	**Actual**	**Predicted**
First-Year Students								
Level of Academic Challenge	48.7	47.7	52.2	50.5	47.3	48.7	47.3	49.5
Active and Collaborative Learning	38.1	36.1	35.1	37.0	34.7	35.7	36.9	37.9
Student Interactions with Faculty Members	36.3	30.5	34.4	33.1	31.0	32.2	32.5	32.0
Enriching Educational Experiences	48.1	44.9	51.4	53.7	54.1	50.0	52.1	50.8
Supportive Campus Environment	62.9	56.1	59.0	57.6	53.9	54.7	56.1	59.1
Senior Students								
Level of Academic Challenge	51.8	51.9	54.4	52.9	52.1	51.0	52.5	53.9
Active and Collaborative Learning	47.3	45.9	46.2	45.8	44.3	42.5	47.8	49.3
Student Interactions with Faculty Members	41.0	37.4	41.5	39.1	37.1	35.6	41.3	41.5
Enriching Educational Experiences	41.8	39.9	46.7	45.9	43.1	41.6	48.1	45.8
Supportive Campus Environment	55.3	54.8	53.7	52.7	50.7	51.1	53.6	57.8

*Based on a 100-point scale.
Goal: The goal is for each of the universities to score above "predicted" in all benchmarks in 2004
Note: For each of the benchmarks, NSSE provides institutions with actual and predicted scores. The predicted scores are based on student demographics, admissions selectivity, enrollment, and a variety of other factors and allow institutions to compare their performance with the performance of similar institutions. Institutions whose actual score is higher than their predicted score in a given benchmark category outperform their peers in that area.

Source: NSSE

4.B Civic Engagement, Selected indicators from NSSE, 2003

Participation in Community and Volunteer Activities

Percent of Respondents Who Answered "Very Often," "Often," or "Sometimes"

	2001	EKU	KSU	MoSU	MuSU	NKU	UK	UL	WKU	KY	NSSE
Participated in a community-based project as a part of a regular course	First-Year	18%	42%	26%	19%	17%	16%	24%	25%	22%	27%
	Seniors	42	40	44	30	32	33	38	37	37	41
	2003										
	First-Year	28	49	24	30	14	15	25	21	23	34
	Seniors	48	38	35	40	33	35	23	43	37	44

Percent of Respondents Who Answered One Hour or More

	2001	EKU	KSU	MoSU	MuSU	NKU	UK	UL	WKU	KY	NSSE
Hours per week spent doing volunteer work	First-Year	44%	56%	46%	49%	36%	48%	39%	48%	45%	NA
	Seniors	52	72	50	52	43	48	45	48	49	NA
	2003										
	First-Year	32	36	26	43	36	29	32	30	33	NA
	Seniors	40	44	40	39	42	39	39	41	40	NA

Contribution of College Experience to Personal Development

Percent of Respondents Who Answered "Very much" or "Quite a Bit"

	2001	EKU	KSU	MoSU	MuSU	NKU	UK	UL	WKU	KY	NSSE
College experience contributed to knowledge, skills and personal development — voting	First-Year	29%	39%	38%	27%	21%	18%	25%	30%	27%	26%
	Seniors	33	39	33	32	26	22	29	20	27	25
	2003										
	First-Year	23	29	18	28	23	16	17	20	21	23
	Seniors	17	32	23	23	16	22	14	24	21	23
	2001										
College experience contributed to knowledge, skills and personal dvlelopment — community welfare	First-Year	26	27	31	30	19	20	26	24	25	33
	Seniors	46	56	43	37	26	33	33	39	37	40
	2003										
	First-Year	35	28	34	41	30	27	27	33	32	41
	Seniors	35	41	37	39	29	32	27	36	34	44

4.C Degrees Conferred

Institution	Actual						Goals	
	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2003/04	2004/05
Eastern Kentucky University	2167	2100	2029	1945	2126	2,301	2146	2166
Kentucky State University	222	245	236	259	251	256	277	283
Morehead State University	1178	1259	1246	1229	1285	1,350	1285	1304
Murray State University	1535	1732	1727	1834	1873	2,013	1885	1911
Northern Kentucky University	1486	1483	1463	1562	1767	1,875	1810	1903
University of Kentucky	4988	4872	4888	7971	4970	5,247	5100	5200
University of Louisville	3377	3269	3568	3607	3443	3,648	3463	3483
Western Kentucky University	2436	2267	2209	2420	2536	2,890	2587	2638
LCC	369	384	438	488	601	656	625	650
KCTCS	3139	3062	3322	3706	4229	4,764	4310	4390
Total	20,923	20,673	21,126	22,021	23,081	25,000	23,488	23,928

Source: CPE Comprehensive Data Base

4.D Degrees Conferred in Priority Areas

	Actual						Goals	
Institution	**1998/99**	**1999/00**	**2000/01**	**2001/02**	**2002/03**	**2003/04**	**2003/04**	**2004/05**
Eastern Kentucky University	776	737	689	657	703	732	716	730
Kentucky State University	53	61	57	71	72	85	89	102
Morehead State University	315	293	305	306	289	297	300	309
Murray State University	702	750	740	763	806	816	815	830
Northern Kentucky University	353	320	284	344	334	375	343	363
University of Kentucky	2,396	2,312	2,290	2,280	2,173	2,273	2,200	2,250
University of Louisville	1,316	1,298	1,380	1,446	1,269	1,381	1,275	1,285
Western Kentucky University	766	609	628	653	711	878	787	819
KCTCS	986	953	1,106	1,074	1,214	209	1,235	1,255
LCC	188	215	212	194	250	1,425	260	270
Total	7,851	7,548	7,691	7,788	7,821	8,471	8,020	8,213

Source: CPE Comprehensive Data Base

Question 4: Are Kentucky's communities and economy benefiting?

Research and Development

5.A Extramural research and public service expenditures per full-time faculty, three-year average

		Actual				Goals		
Level of Measurement	**Institution**	**1996-1999**	**1997-2000**	**1998-2001**	**1999-2002**	**2001-2004**	**2002-2005**	**2003-06**
Comprehensive Universities	Eastern Kentucky University	$18,410	$24,508	$35,187	$44,432	$45,320	$46,227	$47,152
	Kentucky State University	50,176	52,372	51,062	52,505	54,625	55,719	56,833
	Morehead State University	15,993	17,808	18,909	22,743	23,198	23,662	24,135
	Murray State University	15,063	16,148	16,912	17,726	19,142	19,699	20,192
	Northern Kentucky University	6,142	6,807	7,342	8,354	8,651	8,959	9,278
	Western Kentucky University	23,187	27,194	30,905	33,202	34,181	35,541	36,635

Sources: IPEDS Finance and Fall Staff Surveys

5.B Extramural research and development expenditures (in $ thousands)

		Actual					Goals					
Level of Measurement	**Institution**	**1999**	**2000**	**2001**	**2002**	**2003**	**2003**	**2004**	**2005**	**2006**	**2010**	**2020**
Research Universities	University of Kentucky	$120,446	$142,803	$150,713	$162,441	$187,028	$174,242	$189,962	$205,682	$221,402	$300,000	$600,000
	University of Louisville	$28,892	$30,615	$34,314	$57,992	$62,515	$55,296	$66,355	$79,626	$95,551	$200,000	$400,000
	Total	$149,338	$173,418	$185,027	$220,433	$249,543	$229,538	$256,317	$285,308	$316,953	$500,000	$1,000,000

Note: Extramural expenditures include federal, state, industry, and other extramural sources (excluding institutional expenditures).
Source: National Science Foundation. UK figures adjusted by UK, 7/01.

5.C Federal research and development expenditures (in $ thousands)

		Actual					Goals					
Level of Measurement	**Institution**	**1999**	**2000**	**2001**	**2002**	**2003**	**2003**	**2004**	**2005**	**2006**	**2010**	**2020**
Research Universities	University of Kentucky	$66,184	$73,858	$86,239	$100,426	$120,003	$100,486	$113,801	$127,115	$140,429	$207,000	$414,000
	University of Louisville	$15,536	$17,713	$25,116	$38,978	$39,924	$42,998	$51,598	$61,918	$74,301	$154,071	$304,000
	Total	$81,720	$91,571	$111,355	$139,404	$159,927	$143,484	$165,399	$189,033	$214,730	$361,071	$718,000

Source: National Science Foundation

Appendix B

System Profile
2003-04

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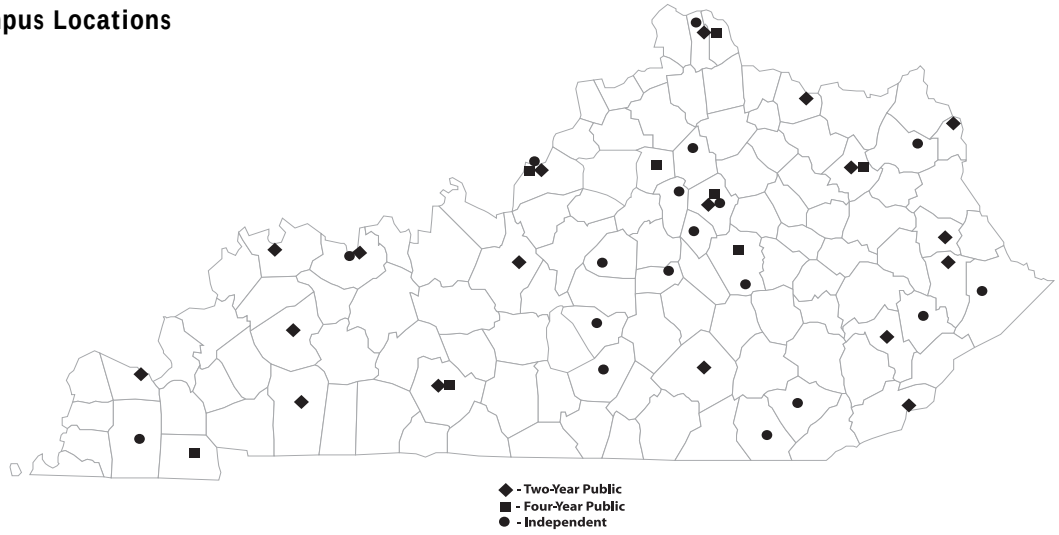
Introduction

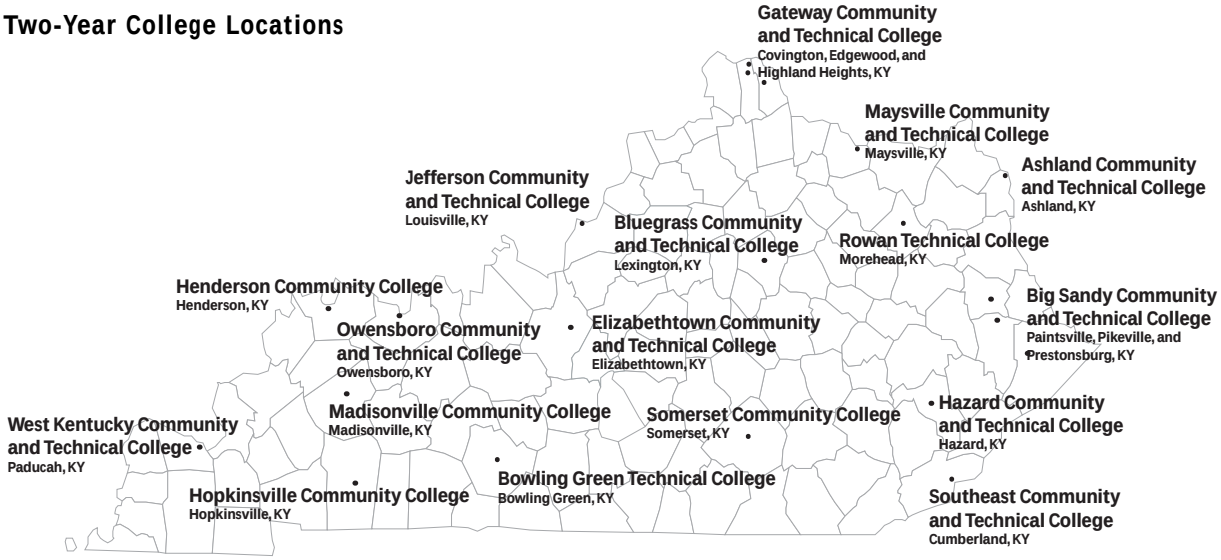
Table 1. Postsecondary Institutions by Sector

Two Year Public	Four Year Public	Independent
Kentucky Community and Technical College System	Eastern Kentucky University	Alice Lloyd College
Lexington Community College	Kentucky State University	Asbury College
	Morehead State University	Bellarmine University
	Murray State University	Berea College
	Northern Kentucky University	Brescia University
	University of Kentucky	Campbellsville University
	University of Louisville	Centre College
	Western Kentucky University	Cumberland College
		Georgetown College
		Kentucky Christian College
		Kentucky Wesleyan College
		Lindsey Wilson College
		Mid-Continent University
		Midway College
		Pikeville College
		Spalding University
		St. Catharine College
		Sullivan University
		Thomas More College
		Transylvania University
		Union College

Map 1. Campus Locations

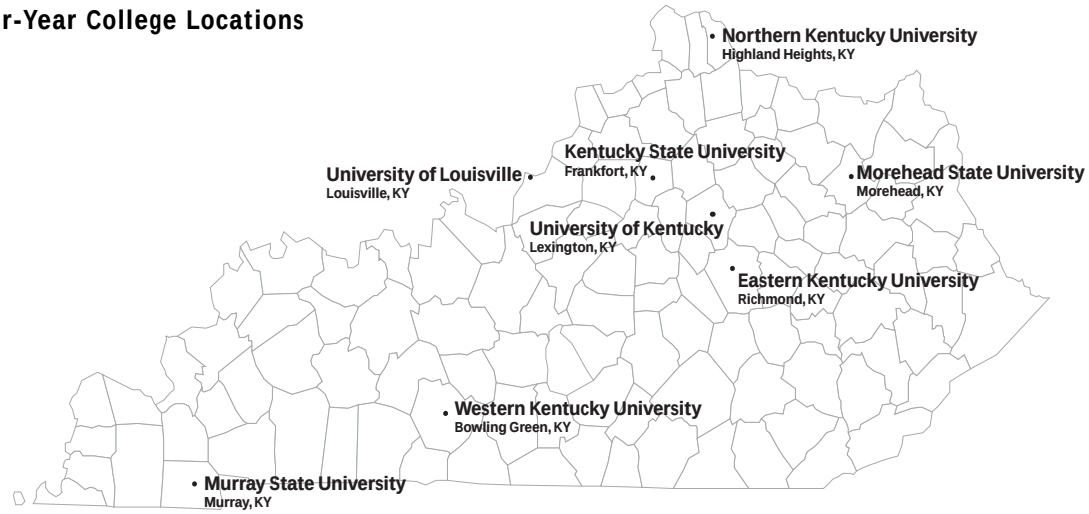


Map 1a. Two-Year College Locations

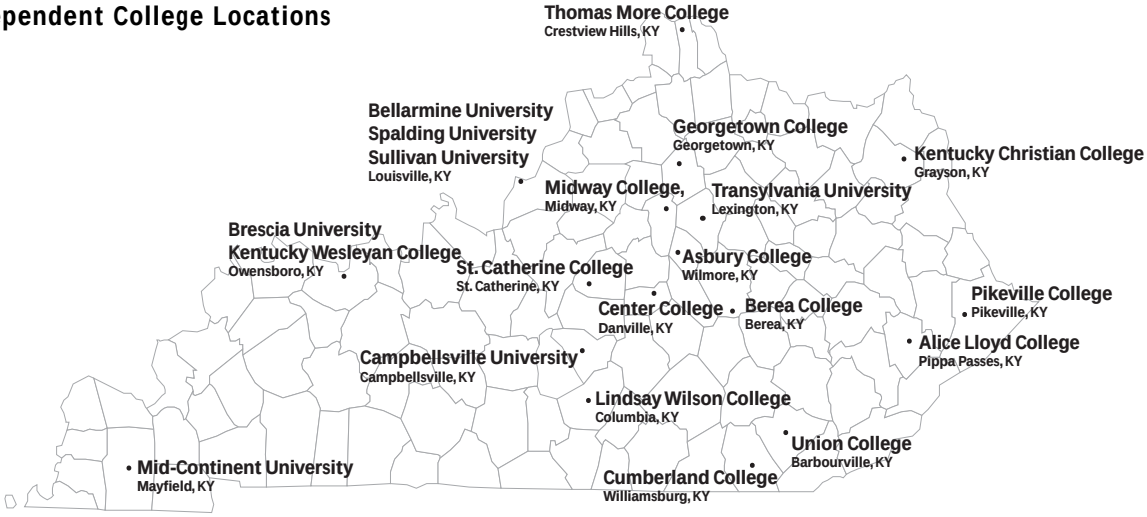


Note: Current KCTCS campus listings are available at http://www.kctcs.edu/student/collegedistricts.htm

Map 1b. Four-Year College Locations



Map 1c. Independent College Locations



Enrollment

Table 2. Total Postsecondary Enrollment Fall 2003

	Headcount
Eastern Kentucky University	15,951
Kentucky State University	2,306
Morehead State University	9,509
Murray State University	10,100
Northern Kentucky University	13,945
University of Kentucky	26,260
University of Louisville	21,464
Western Kentucky University	18,391
Total Universities	**117,926**
KCTCS System	72,023
Lexington Community College	8,672
Total 2-Year Public	**80,695**
Independent	30,440
Total Independent	**30,440**
Grand Total	**229,061**

Figure 1. Total Postsecondary Enrollment 1998 through 2003

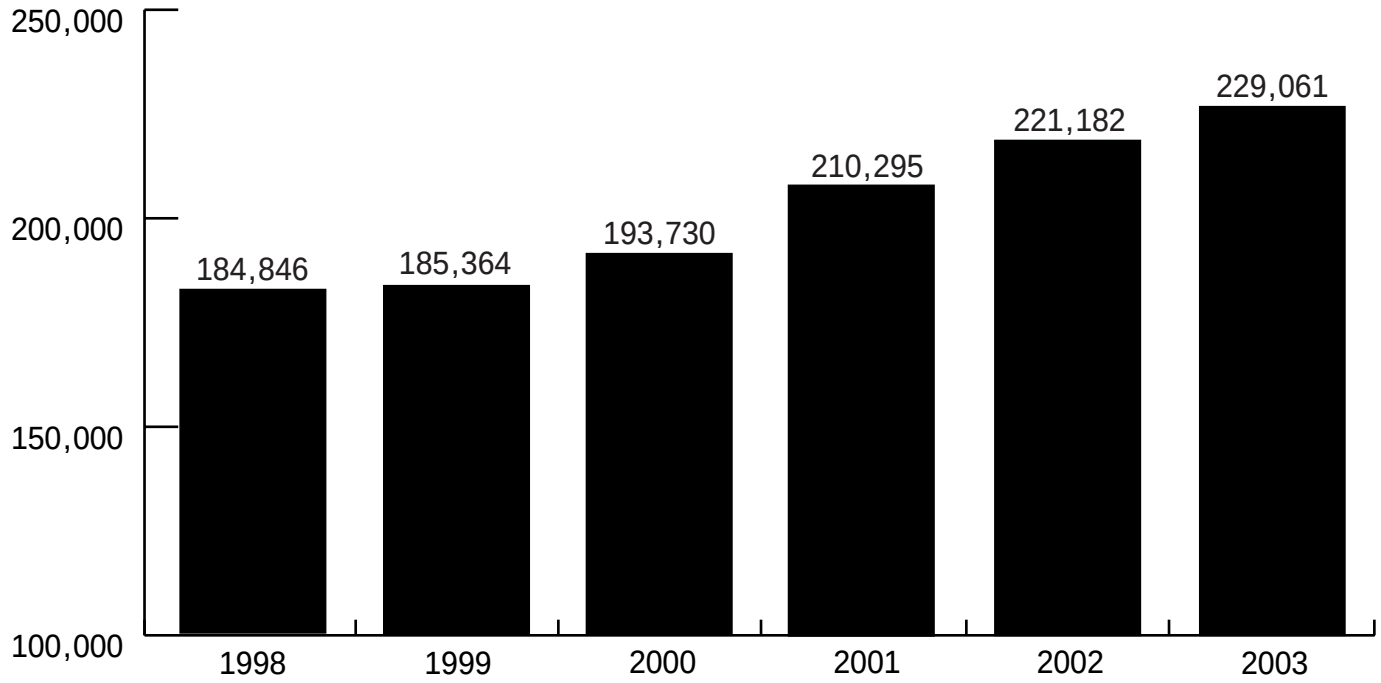
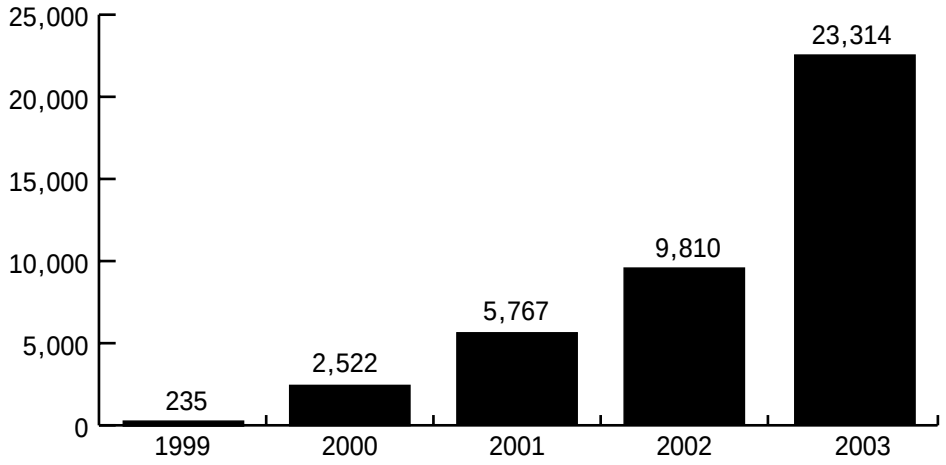


Table 3. Total Postsecondary Enrollment Fall 2003 with One-year and Five-year Change

	1998	2002	2003	1 Year Change		5 Year Change	
Institution				**N**	**%**	**N**	**%**
Eastern Kentucky University	15,402	15,248	15,951	703	4.6%	549	3.6%
Kentucky State University	2,303	2,253	2,306	53	2.4%	3	0.1%
Morehead State University	8,263	9,390	9,509	119	1.3%	1,246	15.1%
Murray State University	8,903	9,920	10,100	180	1.8%	1,197	13.4%
Northern Kentucky University	11,799	13,743	13,945	202	1.5%	2,146	18.2%
University of Kentucky	24,394	25,741	26,260	519	2.0%	1,866	7.6%
University of Louisville	20,857	21,089	21,464	375	1.8%	607	2.9%
Western Kentucky University	14,882	17,818	18,391	573	3.2%	3,509	23.6%
Total Universities	**106,803**	**115,202**	**117,926**	**2,724**	**2.4%**	**11,123**	**10.4%**
KCTCS	45,529	67,812	72,023	4,211	6.2%	26,494	58.2%
Lexington Community College	6,118	8,270	8,672	402	4.9%	2,554	41.8%
Total 2-Year Public	**51,647**	**76,082**	**80,695**	**4,613**	**6.1%**	**29,048**	**56.2%**
Independent	26,396	29,898	30,440	542	1.8%	4,044	15.3%
Total Independent	**26,396**	**29,898**	**30,440**	**542**	**1.8%**	**4,044**	**15.3%**
Total Enrollment	**184,846**	**221,182**	**229,061**	**7,879**	**3.6%**	**44,215**	**23.9%**

Figure 2. Total Kentucky Virtual University Enrollment Fall 1999 through Fall 2003



Note: Enrollment is an unduplicated headcount of students in both academic college credit, non-credit, and professional development courses from the Education Professional Standards Board and Kentucky Adult Education.

Enrollment Profile by Sector Fall 2003 with One-year and Five-year Change

Table 4. Undergraduate Student Demographic Profile

			1998		2002		2003	
			N	%	N	%	N	%
	Public 2-Year	Total Undergraduates	51,647		76,082		80,695	
	Public 4-Year	Total Undergraduates	84,937		90,711		92,954	
	Independents	Total Undergraduates	24,342		26,845		26,955	
Gender	Public 2-Year	Female	31,391	60.8%	41,759	54.9%	44,098	54.6%
		Male	20,220	39.2%	33,945	44.6%	36,242	44.9%
		Unreported	36	0.1%	378	0.5%	355	0.4%
	Public 4-Year	Female	47,399	55.8%	51,564	56.8%	52,843	56.8%
		Male	37,538	44.2%	39,135	43.1%	40,102	43.1%
		Unreported		0.0%	12	0.0%	9	0.0%
	Independent	Female	15,002	61.6%	16,235	60.5%	16,269	60.4%
		Male	9,340	38.4%	10,610	39.5%	10,682	39.6%
		Unreported		0.0%		0.0%	4	0.0%
Residency	Public 2-Year [a]	Ky Resident	39,881	77.2%	72,526	95.3%	77,038	95.5%
		Non-Resident	1,430	2.8%	3,556	4.7%	3,657	4.5%
	Public 4-Year	Ky Resident	72,051	84.8%	75,398	83.1%	76,622	82.4%
		Non-Resident	12,886	15.2%	15,313	16.9%	16,332	17.6%
FullPartTime	Public 2-Year	Full Time	27,250	52.8%	33,193	43.6%	34,691	43.0%
		Part Time	24,397	47.2%	42,889	56.4%	46,004	57.0%
	Public 4-Year	Full Time	66,906	78.8%	72,033	79.4%	74,633	80.3%
		Part Time	18,031	21.2%	18,678	20.6%	18,321	19.7%
	Independent	Full Time	19,173	78.8%	20,534	76.5%	21,076	78.2%
		Part Time	5,169	21.2%	6,311	23.5%	5,879	21.8%
Ethnicity	Public 2-Year	American Indian or Alaskan Native	404	0.8%	243	0.3%	246	0.3%
		Asian or Pacific Islander	428	0.8%	510	0.7%	551	0.7%
		Black, Non-Hispanic	3,989	7.7%	5,758	7.6%	5,735	7.1%
		Hispanic	477	0.9%	682	0.9%	753	0.9%
		Nonresident Alien	72	0.1%	162	0.2%	93	0.1%
		Unknown	595	1.2%	7,879	10.4%	11,184	13.9%
		White, Non-Hispanic	45,682	88.5%	60,848	80.0%	62,133	77.0%
	Public 4-Year	American Indian or Alaskan Native	235	0.3%	244	0.3%	246	0.3%
		Asian or Pacific Islander	1,067	1.3%	1,165	1.3%	1,238	1.3%
		Black, Non-Hispanic	6,574	7.7%	7,439	8.2%	7,573	8.1%
		Hispanic	567	0.7%	787	0.9%	847	0.9%
		Nonresident Alien	1,427	1.7%	1,228	1.4%	1,208	1.3%
		Unknown	229	0.3%	1,107	1.2%	1,016	1.1%
		White, Non-Hispanic	74,838	88.1%	78,741	86.8%	80,826	87.0%
	Independent	American Indian or Alaskan Native	82	0.3%	89	0.3%	95	0.4%
		Asian or Pacific Islander	136	0.6%	246	0.9%	258	1.0%
		Black, Non-Hispanic	1,585	6.5%	2,067	7.7%	2,153	8.0%
		Hispanic	164	0.7%	238	0.9%	250	0.9%
		Nonresident Alien	463	1.9%	525	2.0%	522	1.9%
		Unknown	198	0.8%	1,236	4.6%	1,050	3.9%
		White, Non-Hispanic	21,714	89.2%	22,444	83.6%	22,627	83.9%
Age	Public 2-Year [a]	Non-Traditional	17,470	33.8%	32,932	43.3%	33,855	42.0%
		Traditional	23,829	46.1%	41,112	54.0%	45,137	55.9%
		Unknown Age	12	0.0%	2,038	2.7%	1,703	2.1%
	Public 4-Year	Non-Traditional	21,023	24.8%	20,580	22.7%	20,701	22.3%
		Traditional	63,886	75.2%	70,096	77.3%	72,241	77.7%
		Unknown Age	28	0.0%	35	0.0%	12	0.0%
	Independent [b]	Non-Traditional	6,064	24.9%	6,530	24.3%	6,746	25.0%
		Traditional	18,090	74.3%	19,612	73.1%	19,509	72.4%
		Unknown Age	19	0.1%	118	0.4%	15	0.1%

a Residency and age data not available for the KCTCS technical colleges for 1998.

b Age data not available for Mid-Continent University for all years.

Table 5. Graduate Student Demographic Profile

			1998		2002		2003	
			N	%	N	%	N	%
	Public 4-Year	Total Graduates	17,462		19,986		20,312	
	Independents	Total Graduates	1,934		2,809		3,234	
Gender	Public 4-Year	Female	11,067	63.4%	12,501	62.5%	12,754	62.8%
		Male	6,395	36.6%	7,485	37.5%	7,558	37.2%
	Independent	Female	1,417	73.3%	1,995	71.0%	2,244	69.4%
		Male	517	26.7%	814	29.0%	971	30.0%
		Unreported		0.0%		0.0%	19	0.6%
Residency	Public 4-Year	In-State	13,763	78.8%	14,869	74.4%	15,005	73.9%
		Non-Resident	3,699	21.2%	5,117	25.6%	5,307	26.1%
Full/Part Time	Public 4-Year	Full Time	5,946	34.1%	7,312	36.6%	7,757	38.2%
		Part Time	11,516	65.9%	12,674	63.4%	12,555	61.8%
	Independent	Full Time	249	12.9%	801	28.5%	1,058	32.7%
		Part Time	1,685	87.1%	2,008	71.5%	2,176	67.3%
Ethnicity	Public 4-Year	American Indian or Alaskan Native	28	0.2%	44	0.2%	46	0.2%
		Asian or Pacific Islander	202	1.2%	530	2.7%	327	1.6%
		Black, Non-Hispanic	822	4.7%	1,089	5.4%	1,153	5.7%
		Hispanic	138	0.8%	166	0.8%	189	0.9%
		Nonresident Alien	1,412	8.1%	2,124	10.6%	2,283	11.2%
		Unknown	280	1.6%	517	2.6%	579	2.9%
		White, Non-Hispanic	14,580	83.5%	15,516	77.6%	15,735	77.5%
	Independent	American Indian or Alaskan Native	5	0.3%	11	0.4%	8	0.2%
		Asian or Pacific Islander	4	0.2%	42	1.5%	91	2.8%
		Black, Non-Hispanic	89	4.6%	190	6.8%	191	5.9%
		Hispanic	7	0.4%	21	0.7%	29	0.9%
		Nonresident Alien	26	1.3%	81	2.9%	124	3.8%
		Unknown		0.0%	196	7.0%	176	5.4%
		White, Non-Hispanic	1,803	93.2%	2,268	80.7%	2,615	80.9%

Table 6. First Professional Student Demographic Profile

			1998		2002		2003	
			N	%	N	%	N	%
	Public 4-Year	Total Graduates	3,071		3,141		3,240	
	Independents	Total Graduates	120		244		251	
Gender	4-Year Public	Male	1,725	56.2%	1,605	51.1%	1,660	51.2%
		Female	1,346	43.8%	1,536	48.9%	1,580	48.8%
	Independent	Male	86	71.7%	159	65.2%	149	59.4%
		Female	34	28.3%	85	34.8%	102	40.6%
Residency	4-Year Public	KY Resident	2,571	83.7%	2,581	82.2%	2,634	81.3%
		Non-Resident	500	16.3%	560	17.8%	606	18.7%
Full/Part-Time	4-Year Public	Full Time	2,808	91.4%	2,802	89.2%	2,987	92.2%
		Part Time	263	8.6%	339	10.8%	253	7.8%
	Independent	Full Time	120	100.0%	244	100.0%	251	100.0%
Ethnicity	4-Year Public	American Indian or Alaskan Native	16	0.5%	4	0.1%	3	0.1%
		Asian or Pacific Islander	115	3.7%	127	4.0%	138	4.3%
		Black, Non-Hispanic	151	4.9%	147	4.7%	156	4.8%
		Hispanic	20	0.7%	30	1.0%	29	0.9%
		Nonresident Alien	23	0.7%	18	0.6%	23	0.7%
		Unknown	60	2.0%	74	2.4%	94	2.9%
		White, Non-Hispanic	2,686	87.5%	2,741	87.3%	2,797	86.3%
	Independent	Asian or Pacific Islander	6	5.0%	7	2.9%	8	3.2%
		Black, Non-Hispanic		0.0%	3	1.2%	4	1.6%
		Hispanic		0.0%	3	1.2%	3	1.2%
		White, Non-Hispanic	114	95.0%	231	94.7%	236	94.0%

Comprehensive Enrollment Tables 1998 and 2003

Table 7. Public Institution Enrollment by Level with One-Year and Five-Year Change

	1998 Actual	2002 Actual	2003 Actual	1 YrChange		5YrChange	
				N	%	N	%
Undergraduate							
Eastern Kentucky University	13,480	13,053	13,567	514	3.9%	87	0.6%
Kentucky State University	2,205	2,107	2,138	31	1.5%	-67	-3.0%
Morehead State University	6,743	7,712	7,929	217	2.8%	1,186	17.6%
Murray State University	7,349	8,088	8,385	297	3.7%	1,036	14.1%
Northern Kentucky University	10,643	12,164	12,223	59	0.5%	1,580	14.8%
University of Kentucky	17,157	17,878	18,190	312	1.7%	1,033	6.0%
University of Louisville	14,647	14,475	14,724	249	1.7%	77	0.5%
Western Kentucky University	12,713	15,234	15,798	564	3.7%	3,085	24.3%
Total Universities	*84,937*	*90,711*	*92,954*	*2,243*	*2.5%*	*8,017*	*9.4%*
KCTCS	45,529	67,812	72,023	4,211	6.2%	26,494	58.2%
Lexington Community College	6,118	8,270	8,672	402	4.9%	2,554	41.7%
Total Undergraduate	**136,584**	**166,793**	**173,649**	**6,856**	**4.1%**	**37,065**	**27.1%**
Graduate							
Eastern Kentucky University	1,922	2,195	2,384	189	8.6%	462	24.0%
Kentucky State University	98	146	168	22	15.1%	70	71.4%
Morehead State University	1,520	1,678	1,580	-98	-5.8%	60	3.9%
Murray State University	1,554	1,832	1,715	-117	-6.4%	161	10.4%
Northern Kentucky University	764	1,107	1,196	89	8.0%	432	56.5%
University of Kentucky	5,142	5,767	5,881	114	2.0%	739	14.4%
University of Louisville	4,293	4,677	4,795	118	2.5%	502	11.7%
Western Kentucky University	2,169	2,584	2,593	9	0.3%	424	19.5%
Total Graduate	**17,462**	**19,986**	**20,312**	**326**	**1.6%**	**2,850**	**16.3%**
First Professional							
Northern Kentucky University	392	472	526	54	11.4%	134	34.2%
University of Kentucky	1,410	1,388	1,408	20	1.4%	-2	-0.1%
University of Louisville	1,269	1,281	1,306	25	2.0%	37	2.9%
Total First Professional	**3,071**	**3,141**	**3,240**	**99**	**3.2%**	**169**	**5.5%**
Postgraduate							
University of Kentucky	685	708	781	73	10.3%	96	14.0%
University of Louisville	648	656	639	-17	-2.6%	-9	-1.4%
Total Post-Graduate	**1,333**	**1,364**	**1,420**	**56**	**4.1%**	**87**	**6.5%**
Total Headcount							
Eastern Kentucky University	15,402	15,248	15,951	703	4.6%	549	3.6%
Kentucky State University	2,303	2,253	2,306	53	2.4%	3	0.1%
Morehead State University	8,263	9,390	9,509	119	1.3%	1,246	15.1%
Murray State University	8,903	9,920	10,100	180	1.8%	1,197	13.4%
Northern Kentucky University	11,799	13,743	13,945	202	1.5%	2,146	18.2%
University of Kentucky	24,394	25,741	26,260	519	2.0%	1,866	7.6%
University of Louisville	20,857	21,089	21,464	375	1.8%	607	2.9%
Western Kentucky University	14,882	17,818	18,391	573	3.2%	3,509	23.6%
Total Universities	*106,803*	*115,202*	*117,926*	*2,724*	*2.4%*	*11,123*	*10.4%*
KCTCS	45,529	67,812	72,023	4,211	6.2%	26,494	58.2%
Lexington Community College	6,118	8,270	8,672	402	4.9%	2,554	41.7%
Total Enrollment	**158,450**	**191,284**	**198,621**	**7,337**	**3.8%**	**40,171**	**25.4%**

Table 8. Public Instituion Full-Time Equivalency Enrollment (FTE)[a] by Level wih One-Year and Five-Year Change

	1998 FTE	2002 FTE	2003 FTE	1 YrChange		5 YrChange	
				N	%	N	%
Undergraduate							
Eastern Kentucky University	11,547	10,938	11,488	550	5.0	-59	-0.5
Kentucky State University	1,802	1,790	1,818	28	1.6	16	0.9
Morehead State University	6,064	6,955	7,061	106	1.5	997	16.4
Murray State University	6,706	7,217	7,396	179	2.5	690	10.3
Northern Kentucky University	8,607	9,824	10,151	327	3.3	1,544	17.9
University of Kentucky	15,786	16,578	16,914	336	2.0	1,128	7.2
University of Louisville	11,358	11,685	12,025	340	2.9	667	5.9
Western Kentucky University	11,047	13,272	13,887	615	4.6	2,840	25.7
Total Universities	*72,917*	*78,259*	*80,740*	*2,481*	*3.2*	*7,823*	*10.7*
KCTCS	30,832	41,239	43,509	2,270	5.5	12,677	41.1
Lexington Community College	4,551	6,251	6,517	266	4.3	1,966	43.2
Total Undergraduate	**108,300**	**125,749**	**130,766**	**5,017**	**4.0**	**22,466**	**20.7**
Graduate							
Eastern Kentucky University	921	1,047	1,123	76	7.3	202	21.9
Kentucky State University	54	90	105	15	16.7	51	94.4
Morehead State University	681	757	715	-42	-5.5	34	5.0
Murray State University	799	991	913	-78	-7.9	114	14.3
Northern Kentucky University	283	457	507	50	10.9	224	79.2
University of Kentucky	3,419	3,958	4,038	80	2.0	619	18.1
University of Louisville	2,620	2,914	3,129	215	7.4	509	19.4
Western Kentucky University	1,008	1,323	1,412	89	6.7	404	40.1
Total Graduate	**9,785**	**11,537**	**11,942**	**405**	**3.5**	**2,157**	**22.0**
First Professional							
Northern Kentucky University	275	333	380	47	14.1	105	38.2
University of Kentucky	1,351	1,351	1,386	35	2.6	35	2.6
University of Louisville	1,269	1,230	1,305	75	6.1	36	2.8
Total First Professional	**2,895**	**2,914**	**3,071**	**157**	**5.4**	**176**	**6.1**
Total FTE							
Eastern Kentucky University	12,468	11,985	12,611	626	5.2	143	1.2
Kentucky State University	1,856	1,880	1,923	43	2.3	67	3.6
Morehead State University	6,745	7,712	7,776	64	0.8	1,031	15.3
Murray State University	7,505	8,208	8,309	101	1.2	804	10.7
Northern Kentucky University	9,165	10,614	11,038	424	4.0	1,873	20.4
University of Kentucky	20,556	21,887	22,338	451	2.1	1,782	8.7
University of Louisville	15,247	15,829	16,459	630	4.0	1,212	8.0
Western Kentucky University	12,055	14,595	15,299	704	4.8	3,244	26.9
Total Universities	*85,597*	*92,710*	*95,753*	*3,043*	*3.3*	*10,156*	*11.9*
KCTCS	30,832	41,239	43,509	2,270	5.5	12,677	41.1
Lexington Community College	4,551	6,251	6,517	266	4.3	1,966	43.2
Total FTE	**120,980**	**140,200**	**145,779**	**5,579**	**4.0**	**24,799**	**20.5**

[a] *Full-time equivalent equals full-time headcount plus 1/3 part-time headcount excluding post-graduate students.*

Table 9. Independent Institution Enrollment by Level with One-year Change

	2002 Actual	2003 Actual	1 Yr CHANGE	
			N	%
Undergraduate				
Alice Lloyd College	577	617	40	6.9%
Asbury College	1,280	1,194	-86	-6.7%
Bellarmine University	2,741	2,562	-179	-6.5%
Berea College	1,578	1,559	-19	-1.2%
Brescia University	789	684	-105	-13.3%
Campbellsville University	1,572	1,723	151	9.6%
Centre College	1,055	1,062	7	0.7%
Cumberland College	1,588	1,601	13	0.8%
Georgetown College	1,290	1,320	30	2.3%
Kentucky Christian College	582	545	-37	-6.4%
Kentucky Wesleyan College	627	596	-31	-4.9%
Lindsey Wilson College	1,451	1,534	83	5.7%
Mid-Continent University	585	685	100	17.1%
Midway College	1,042	1,154	112	10.7%
Pikeville College	957	762	-195	-20.4%
Spalding University	997	949	-48	-4.8%
St. Catharine College	752	671	-81	-10.8%
Sullivan University	4,371	4,580	209	4.8%
Thomas More College	1,293	1,389	96	7.4%
Transylvania University	1,100	1,131	31	2.8%
Union College	618	637	19	3.1%
Total Undergraduate	**26,845**	**26,955**	**110**	**0.4%**
Graduate				
Asbury College	40	73	33	82.5%
Bellarmine University	547	573	26	4.8%
Brescia University	26	29	3	11.5%
Campbellsville University	94	301	207	220.2%
Cumberland College	155	123	-32	-20.6%
Georgetown College	390	387	-3	-0.8%
Kentucky Christian College	14	15	1	7.1%
Lindsey Wilson College	137	143	6	4.4%
Spalding University	706	693	-13	-1.8%
Sullivan University	275	328	53	19.3%
Thomas More College	104	137	33	31.7%
Union College	321	432	111	34.6%
Total Graduate	**2,809**	**3,234**	**425**	**15.1%**
First Professional				
Pikeville College	244	251	7	2.9%
Total First Professional	**244**	**251**	**7**	**2.9%**
Total Headcount				
Alice Lloyd College	577	617	40	6.9%
Asbury College	1,320	1,267	-53	-4.0%
Bellarmine University	3,288	3,135	-153	-4.7%
Berea College	1,578	1,559	-19	-1.2%
Brescia University	815	713	-102	-12.5%
Campbellsville University	1,666	2,024	358	21.5%
Centre College	1,055	1,062	7	0.7%
Cumberland College	1,743	1,724	-19	-1.1%
Georgetown College	1,680	1,707	27	1.6%
Kentucky Christian College	596	560	-36	-6.0%
Kentucky Wesleyan College	627	596	-31	-4.9%
Lindsey Wilson College	1,588	1,677	89	5.6%
Mid-Continent University	585	685	100	17.1%
Midway College	1,042	1,154	112	10.7%
Pikeville College	1,201	1,013	-188	-15.7%
Spalding University	1,703	1,642	-61	-3.6%
St. Catharine College	752	671	-81	-10.8%
Sullivan University	4,646	4,908	262	5.6%
Thomas More College	1,397	1,526	129	9.2%
Transylvania University	1,100	1,131	31	2.8%
Union College	939	1,069	130	13.8%
Total Enrollment	**29,898**	**30,440**	**542**	**1.8%**

Origins

Table 10. Top 20 Kentucky Counties Ranked by Total Enrollment by Sector, 2003

Rank	2-Year Public		4-Year Public		Independent	
1	JEFFERSON	9,573	JEFFERSON	16,751	JEFFERSON	5,837
2	FAYETTE	4,850	FAYETTE	7,371	FAYETTE	1,635
3	DAVIESS	3,255	KENTON	5,061	KENTON	693
4	HARDIN	2,810	WARREN	3,978	HARDIN	646
5	MCCRACKEN	2,358	MADISON	3,861	TAYLOR	633
6	CHRISTIAN	1,990	CAMPBELL	3,159	DAVIESS	625
7	HOPKINS	1,607	BOONE	3,148	WHITLEY	560
8	BOYD	1,577	HARDIN	2,108	PIKE	550
9	PULASKI	1,561	DAVIESS	1,956	NELSON	464
10	PIKE	1,499	CALLOWAY	1,405	SCOTT	396
11	FLOYD	1,443	OLDHAM	1,399	OLDHAM	346
12	HENDERSON	1,417	MCCRACKEN	1,389	JESSAMINE	345
13	HARLAN	1,358	FRANKLIN	1,347	FRANKLIN	342
14	KENTON	1,259	BARREN	1,289	BULLITT	341
15	PERRY	1,209	PIKE	952	BOONE	328
16	BELL	1,199	LAUREL	948	ADAIR	322
17	LAUREL	958	WHITLEY	946	KNOX	303
18	LETCHER	954	ROWAN	938	PULASKI	296
19	GREENUP	952	PULASKI	913	MADISON	281
20	MARSHALL	921	CHRISTIAN	882	LAUREL	277

Table 11. Top 20 States Ranked by Total Enrollment by Sector, 2003

Rank	4-Year Public		2-Year Public		Independent	
1	Kentucky	93,213	Kentucky	76,651	Kentucky	23,212
2	Ohio	6,151	Tennessee	1,022	Ohio	1,655
3	Tennessee	3,579	Indiana	685	Indiana	1,238
4	Indiana	3,129	Ohio	555	Tennessee	899
5	Illinois	1,452	West Virginia	303	Georgia	254
6	Missouri	445	Illinois	142	Virginia	247
7	Michigan	434	Virginia	71	West Virginia	225
8	Florida	431	Florida	10	Florida	219
9	Virginia	389	New Jersey	10	Illinois	212
10	West Virginia	389	Michigan	9	Alabama	183
11	Georgia	374	Maryland	9	North Carolina	175
12	Pennsylvania	330	New York	9	Pennsylvania	140
13	New York	296	Texas	8	Michigan	132
14	Texas	288	Missouri	8	Texas	111
15	California	258	California	7	South Carolina	106
16	North Carolina	224	Georgia	7	Missouri	106
17	Alabama	194	Pennsylvania	7	California	66
18	Maryland	146	Wisconsin	7	Maryland	57
19	Wisconsin	133	North Carolina	6	New York	53
20	New Jersey	123	Arkansas	4	Wisconsin	36

Degrees and Formal Awards

Table 12. Degrees and Formal Awards by Sector with One-year and Five-year Percent Change

	1998	2002	2003	1 Yr Change		5 Yr Change	
				N	%	N	%
2-Year Public[a]	3,534	10,464	13,399	2,935	28.0%	9,865	
4-Year Public	18,524	19,452	20,825	1,373	7.0%	2,301	12.0%
Independent	5,120	5,551	6,060	509	9.2%	940	18.0%
Total	*27,178*	*35,467*	*40,284*	*4,817*	*13.6%*	*13,106*	*48.0%*

Note[a]: *Excludes technical college formal awards and degrees in 1998-99*

Table 13. Degrees and Formal Awards[a] by Level with One-year and Five-year Percent Change

		1998-99	2002-03	2003-04	1 Year change		5 Year change	
					N	%	N	%
Diploma	KCTCS		1,705	2,226	521	31.0%	2,226	
Total Diploma		*0*	*1,705*	*2,226*	*521*	*31.0%*	*2,226*	
Certificate	Eastern Kentucky University		9	9	0	0.0%	9	
	Murray State University		1	1	0	0.0%	1	
	Northern Kentucky University	1	1	15	14	1400.0%	14	1400.0%
	University of Louisville	132	148	140	-8	-5.0%	8	6.0%
	Western Kentucky University			44	44		44	
	KCTCS		3,929	5,748	1,819	46.0%	5,748	
	Lexington Community College			5	5		5	
Total Certificate		*133*	*4,088*	*5,962*	*1,874*	*46.0%*	*5,829*	
Associate	Eastern Kentucky University	237	195	241	46	24.0%	4	2.0%
	Kentucky State University	69	70	66	-4	-6.0%	-3	-4.0%
	Morehead State University	137	145	123	-22	-15.0%	-14	-10.0%
	Murray State University	27	31	32	1	3.0%	5	19.0%
	Northern Kentucky University	223	287	214	-73	-25.0%	-9	-4.0%
	University of Louisville	77	38	45	7	18.0%	-32	-42.0%
	Western Kentucky University	248	276	315	39	14.0%	67	27.0%
	KCTCS	3,138	4,229	4,764	535	13.0%	1626	52.0%
	Lexington Community College	396	601	656	55	9.0%	260	66.0%
Total Associate		*4,552*	*5,872*	*6,456*	*584*	*10.0%*	*1,904*	*42.0%*
Baccalaureate	Eastern Kentucky University	1,762	1,664	1,678	14	1.0%	-84	-5.0%
	Kentucky State University	193	210	214	4	2.0%	21	11.0%
	Morehead State University	911	887	991	104	12.0%	80	9.0%
	Murray State University	1,057	1,290	1,440	150	12.0%	383	36.0%
	Northern Kentucky University	1,163	1,374	1,421	47	3.0%	258	22.0%
	University of Kentucky	3,285	3,338	3,373	35	1.0%	88	3.0%
	University of Louisville	1,734	1,825	1,890	65	4.0%	156	9.0%
	Western Kentucky University	1,909	1,878	2,116	238	13.0%	207	11.0%
Total Baccalaureate		*12,014*	*12,466*	*13,123*	*657*	*5.0%*	*1,109*	*9.0%*
Master/Specialist	Eastern Kentucky University	405	462	623	161	35.0%	218	54.0%
	Kentucky State University	29	41	42	1	2.0%	13	45.0%
	Morehead State University	267	398	359	-39	-10.0%	92	34.0%
	Murray State University	478	583	573	-10	-2.0%	95	20.0%
	Northern Kentucky University	211	292	352	60	21.0%	141	67.0%
	University of Kentucky	1,134	1,061	1,269	208	20.0%	135	12.0%
	University of Louisville	1,209	1,206	1,322	116	10.0%	113	9.0%
	Western Kentucky University	527	658	774	116	18.0%	247	47.0%
Total Master/Specialist		*4,260*	*4,701*	*5,314*	*613*	*13.0%*	*1,054*	*25.0%*
Doctoral	University of Kentucky	204	208	233	25	12.0%	29	14.0%
	University of Louisville	78	89	106	17	19.0%	28	36.0%
Total Doctoral		*282*	*297*	*339*	*42*	*14.0%*	*57*	*20.0%*
First-Professional - Law	Northern Kentucky University	112	101	102	1	1.0%	-10	-9.0%
	University of Kentucky	134	126	127	1	1.0%	-7	-5.0%
	University of Louisville	136	111	120	9	8.0%	-16	-12.0%
Total First-Professional - Law		*382*	*338*	*349*	*11*	*3.0%*	*-33*	*-9.0%*
First-Professional - Medicine	University of Kentucky	93	88	86	-2	-2.0%	-7	-8.0%
	University of Louisville	133	133	137	4	3.0%	4	3.0%
Total First-Professional - Medicine		*226*	*221*	*223*	*2*	*1.0%*	*-3*	*-1.0%*
First-Professional - Dentistry	University of Kentucky	48	52	49	-3	-6.0%	1	2.0%
	University of Louisville	71	79	73	-6	-8.0%	2	3.0%
Total First-Professional - Dentistry		*119*	*131*	*122*	*-9*	*-7.0%*	*3*	*3.0%*
First-Professional - Pharmacy	University of Kentucky	90	97	110	13	13.0%	20	22.0%
Total First-Professional - Pharmacy		*90*	*97*	*110*	*13*	*13.0%*	*20*	*22.0%*
Total Degrees/Certificates	Eastern Kentucky University	2,404	2,330	2,551	221	9.0%	147	6.0%
	Kentucky State University	291	321	322	1	0.0%	31	11.0%
	Morehead State University	1,315	1,430	1,473	43	3.0%	158	12.0%
	Murray State University	1,562	1,905	2,046	141	7.0%	484	31.0%
	Northern Kentucky University	1,710	2,055	2,104	49	2.0%	394	23.0%
	University of Kentucky	4,988	4,970	5,247	277	6.0%	259	5.0%
	University of Louisville	3,570	3,629	3,833	204	6.0%	263	7.0%
	Western Kentucky University	2,684	2,812	3,249	437	16.0%	565	21.0%
	KCTCS	3,138	9,863	12,738	2875	29.0%	9,600	306.0%
	Lexington Community College	396	601	661	60	10.0%	265	67.0%
Total Degrees/Certificates		*22,058*	*29,916*	*34,224*	*4,308*	*14.0%*	*12,166*	*55.0%*

Note[a]: *Excludes technical college formal awards and degrees in 1998-99*

Table 14. Independent Degrees and Formal Awards by Level with One-year Change

		2002-03	2003-04	1 Year change	
				N	%
Diploma	Bellarmine University	4			
	Brescia University	1	6	5	500.0%
	Sullivan University	107	125	18	16.8%
	Thomas More College	1			0.0%
Total Certificate		*113*	*131*	*18*	*15.9%*
Associate	Brescia University	14	19	5	35.7%
	Campbellsville University	30	36	6	20.0%
	Lindsey Wilson College	48	66	18	37.5%
	Midway College	53	64	11	20.8%
	Pikeville College	22	23	1	4.5%
	Spalding University	12	5	-7	-58.3%
	St. Catharine College	98	108	10	10.2%
	Sullivan University	412	379	-33	-8.0%
	Thomas More College	56	56	0	0.0%
Total Associate		*745*	*756*	*11*	*1.5%*
Baccalaureate	Alice Lloyd College	76	99	23	30.3%
	Asbury College	301	254	-47	-15.6%
	Bellarmine University	400	351	-49	-12.3%
	Berea College	304	337	33	10.9%
	Brescia University	120	107	-13	-10.8%
	Campbellsville University	156	196	40	25.6%
	Centre College	212	258	46	21.7%
	Cumberland College	244	202	-42	-17.2%
	Georgetown College	262	233	-29	-11.1%
	Kentucky Christian College	84	91	7	8.3%
	Kentucky Wesleyan College	112	114	2	1.8%
	Lindsey Wilson College	131	231	100	76.3%
	Mid-Continent University	174	133	-41	-23.6%
	Midway College	143	200	57	39.9%
	Pikeville College	119	140	21	17.6%
	Spalding University	180	221	41	22.8%
	Sullivan University	201	315	114	56.7%
	Thomas More College	208	225	17	8.2%
	Transylvania University	192	253	61	31.8%
	Union College	115	132	17	14.8%
Total Baccalaureate		*3,734*	*4,092*	*358*	*9.6%*
Master/Specialist	Asbury College	9	8	-1	-11.1%
	Bellarmine University	205	227	22	10.7%
	Brescia University	12	9	-3	-25.0%
	Campbellsville University	55	48	-2	-3.6%
	Cumberland College	43	45	2	4.7%
	Georgetown College	119	106	-13	-10.9%
	Kentucky Christian College	2	4	2	100.0%
	Lindsey Wilson College	8	23	15	187.5%
	Spalding University	159	220	61	38.4%
	Sullivan University	60	96	36	60.0%
	Thomas More College	76	78	2	2.6%
	Union College	109	122	13	11.9%
Total Master/Specialist		*857*	*986*	*129*	*15.1%*
Doctoral	Spalding University	49	36	-13	-26.5%
Total Doctoral		*49*	*36*	*-13*	*-26.5%*
First-Professional - Medicine	Pikeville College	53			
Total First-Professional - Medicine		*53*	*0*	*-53*	*-100.0%*
Total Degrees/Certificates	Alice Lloyd College	76*	99	23	30.3%
	Asbury College	310	262	-48	-15.5%
	Bellarmine University	609	578	-31	-5.1%
	Berea College	304	337	33	10.9%
	Brescia University	147	141*	-6	-4.1%
	Campbellsville University	241	280*	39	16.2%
	Centre College	212	258	46	21.7%
	Cumberland College	287	247	-40	-13.9%
	Georgetown College	381	339	-42	-11.0%
	Kentucky Christian College	86	95*	9	10.5%
	Kentucky Wesleyan College	112	114	2	1.8%
	Lindsey Wilson College	187	320	133	71.1%
	Mid-Continent University	174*	133*	-41	-23.6%
	Midway College	196	264*	68	34.7%
	Pikeville College	194	222	28	14.4%
	Spalding University	400*	482*	82	20.5%
	St. Catharine College	98	108	10	10.2%
	Sullivan University	780*	915*	135	17.3%
	Thomas More College	341	359	18	5.3%
	Transylvania University	192	253	61	31.8%
	Union College	224	254	30	13.4%
Total Degrees/Certificates		*5,551*	*6,060*	*509*	*9.2%*

* Source: IPEDS Completions Survey

Staffing *(Public Institutions Only)*

Table 15. Average Salaries of Full-time Instructional Faculty by Rank, 2003

	Instructor	Assistant Professor	Associate Professor	Professor
Eastern Kentucky University	$41,559	$47,422	$56,246	$68,709
Kentucky State University	36,554	42,607	52,801	62,861
Morehead State University	33,205	47,342	53,179	66,936
Murray State University	35,419	47,659	56,679	69,618
Northern Kentucky University	45,312	52,765	58,028	76,821
University of Kentucky	45,091	55,891	62,343	89,150
University of Louisville	36,747	50,106	64,689	87,694
Western Kentucky University	35,925	47,763	56,947	71,686
Lexington Community College	34,914	36,915	45,534	55,373
KCTCS	$29,631	$37,656	$43,745	$52,618

Table 16. Full-time Faculty and Staff by EEO Category, 2003

	Executive	Professional	Secretarial	Technical	Skilled Crafts	Service	Faculty	Total
Eastern Kentucky University	155	450	413	47	10	361	615	2,051
Kentucky State University	45	176	49	83	17	55	148	573
Morehead State University	51	333	144	45	56	115	361	1105
Murray State University	53	234	248	77	72	214	417	1315
Northern Kentucky University	69	304	138	35	70	94	528	1238
University of Kentucky	346	2,619	1,695	880	210	984	1890	8624
University of Louisville	296	1,278	701	338	132	270	1382	4397
Western Kentucky University	101	385	317	48	87	209	650	1797
Lexington Community College	10	48	44	2	2	12	162	280
KCTCS	213	760	778	20	2	315	1,873	3,961
State Totals	*1,339*	*6,587*	*4,527*	*1,575*	*658*	*2,629*	*8,026*	*25,341*

Finances *(Public Institutions Only)*

Table 17. Revenue by Source for Fiscal Years 1999 through 2003 (in thousands)

		FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
Eastern Kentucky University	Auxiliary/Hospital	$16,267	$13,255	$8,637	$9,145	$9,627
	Federal	29,873	33,753	40,149	43,755	42,341
	Other Agency	31,682	21,394	25,744	30,764	34,209
	State General Fund	63,792	65,694	67,392	69,450	71,668
	Tuition and Fees	35,792	37,475	38,072	25,760	29,808
Total Revenue		**$177,406**	**$171,571**	**$179,994**	**$178,874**	**$187,653**
Kentucky State University	Auxiliary/Hospital	$3,685	$3,984	$3,939	$5,209	$4,862
	Federal	12,053	12,278	11,825	14,680	11,719
	Other Agency	1,136	1,121	2,546	3,803	3,936
	State General Fund	20,364	20,873	22,265	22,515	22,412
	Tuition and Fees	6,424	7,919	7,704	5,020	6,949
Total Revenue		**$43,662**	**$46,175**	**$48,279**	**$51,227**	**$49,878**
Morehead State University	Auxiliary/Hospital	$9,471	$9,866	$10,761	$11,777	$11,411
	Federal	24,537	27,361	33,216	41,819	46,484
	Other Agency	7,433	6,859	4,574	3,822	4,979
	State General Fund	38,813	38,880	43,334	42,399	41,730
	Tuition and Fees	21,103	21,783	23,513	19,627	16,776
Total Revenue		**$101,357**	**$104,749**	**$115,398**	**$119,444**	**$121,380**
Murray State University	Auxiliary/Hospital	$14,057	$14,225	$15,765	$14,903	$16,647
	Federal	7,564	8,208	9,860	11,779	12,784
	Other Agency	13,696	14,406	17,073	16,856	15,147
	State General Fund	46,753	45,024	47,914	51,674	50,388
	Tuition and Fees	26,014	27,757	30,351	20,782	25,050
Total Revenue		**$108,084**	**$109,620**	**$120,963**	**$115,994**	**$120,016**
Northern Kentucky University	Auxiliary/Hospital	$6,558	$6,599	$3,840	$4,335	$4,577
	Federal	5,666	5,622	6,397	8,391	9,367
	Other Agency	7,012	8,289	10,646	13,511	13,407
	State General Fund	34,642	35,414	40,171	38,171	45,258
	Tuition and Fees	35,481	38,072	42,332	43,303	44,173
Total Revenue		**$89,359**	**$93,996**	**$103,386**	**$107,711**	**$116,782**
University of Kentucky	Auxiliary/Hospital	$346,603	$374,998	$384,247	$390,832	$419,344
(including LCC)	Federal	84,324	96,024	104,980	120,666	144,263
	Other Agency	226,097	242,575	271,688	296,527	297,286
	State General Fund	286,525	290,817	307,822	303,639	304,756
	Tuition and Fees	109,710	118,012	123,966	103,770	107,485
Total Revenue		**$1,053,259**	**$1,122,426**	**$1,192,703**	**$1,215,434**	**$1,273,134**
University of Louisville	Auxiliary/Hospital	$49,283	$49,154	$43,530	$48,694	$47,767
	Federal	26,617	30,951	41,351	55,453	65,644
	Other Agency	211,788	226,091	201,081	185,478	219,269
	State General Fund	161,048	165,924	174,128	179,656	172,353
	Tuition and Fees	67,009	74,163	78,705	75,015	79,442
Total Revenue		**$515,745**	**$546,283**	**$538,795**	**$544,296**	**$584,475**
Western Kentucky University	Auxiliary/Hospital	$14,199	$30,925	$12,682	$13,041	$14,402
	Federal	20,300	22,072	25,344	29,853	32,722
	Other Agency	17,288	20,942	23,052	26,556	32,508
	State General Fund	58,073	59,590	64,328	66,163	69,025
	Tuition and Fees	36,067	38,648	40,835	40,772	56,898
Total Revenue		**$145,927**	**$172,177**	**$166,241**	**$176,385**	**$205,555**
KCTCS	Auxiliary/Hospital	$11,326	$11,950	$12,458	$14,327	$16,592
	Federal	45,740	51,055	41,385	75,010	93,869
	Other Agency	25,713	33,299	76,754	64,046	65,504
	State General Fund	158,684	163,592	170,101	178,574	185,313
	Tuition and Fees	51,590	48,431	53,241	68,497	83,378
Total Revenue		**$293,053**	**$308,327**	**$353,939**	**$400,454**	**$444,656**
System Total	Auxiliary/Hospital	$471,449	$514,956	$495,859	$512,263	$545,229
	Federal	256,674	287,324	314,507	401,406	459,193
	Other Agency	541,845	574,976	633,158	641,363	686,244
	State General Fund	868,694	885,808	937,455	952,241	962,903
	Tuition and Fees	389,190	412,260	438,719	402,546	449,960
Total Revenue		**$2,527,852**	**$2,675,324**	**$2,819,698**	**$2,909,819**	**$3,103,529**

Table 18. Expenditure by Program for Fiscal Years 1999 through 2003 (in thousands)

		FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
Eastern Kentucky University	Academic Support	$24,983	$29,670	$28,696	$21,662	$18,190
	Auxiliary/Hospital	16,350	15,888	7,907	9,384	10,070
	Instruction	54,432	56,036	58,592	60,639	62,899
	Other E&G	56,448	54,102	58,565	67,838	79,950
	Public Service	16,522	21,857	29,682	33,320	34,164
	Research	559	640	770	666	739
Total Expenditures		**$169,294**	**$178,193**	**$184,212**	**$193,509**	**$206,012**
Kentucky State University	Academic Support	$2,102	$2,304	$3,888	$3,034	$25,686
	Auxiliary/Hospital	3,412	3,919	4,379	4,639	4,989
	Instruction	9,809	11,216	10,680	12,526	13,128
	Other E&G	21,496	22,932	25,636	23,377	22,767
	Public Service	3,698	2,675	2,826	2,523	879
	Research	2,967	4,415	2,588	4,516	7,171
Total Expenditures		**$43,484**	**$47,461**	**$49,997**	**$50,615**	**$74,620**
Morehead State University	Academic Support	$6,681	$7,383	$7,291	$8,824	$8,796
	Auxiliary/Hospital	8,994	9,602	10,886	12,714	12,484
	Instruction	27,000	27,915	29,446	33,132	35,470
	Other E&G	51,156	50,647	58,696	63,189	74,204
	Public Service	5,172	5,842	6,377	9,367	9,274
	Research	309	509	338	369	1,240
Total Expenditures		**$99,312**	**$101,898**	**$113,034**	**$127,595**	**$141,468**
Murray State University	Academic Support	$7,164	$7,244	$7,226	$8,462	$7,644
	Auxiliary/Hospital	13,937	13,669	15,901	15,411	16,123
	Instruction	36,438	38,697	41,814	43,639	45,926
	Other E&G	44,069	42,953	46,836	38,429	41,210
	Public Service	4,366	4,429	4,682	5,438	5,197
	Research	2,084	2,131	2,144	1,913	2,430
Total Expenditures		**$108,058**	**$109,123**	**$118,603**	**$113,292**	**$118,530**
Northern Kentucky University	Academic Support	$8,653	$10,627	$11,295	$11,467	$12,816
	Auxiliary/Hospital	6,285	6,480	3,971	4,184	4,765
	Instruction	30,205	33,492	37,188	40,639	45,410
	Other E&G	42,331	40,950	45,064	45,681	48,948
	Public Service	2,505	3,087	3,464	4,354	4,734
	Research	258	265	247	307	441
Total Expenditures		**$90,237**	**$94,901**	**$101,229**	**$106,632**	**$117,114**
University of Kentucky	Academic Support	$59,408	$66,342	$69,251	$69,315	$71,671
(Including LCC)	Auxiliary/Hospital	318,443	372,522	402,622	373,267	403,481
	Instruction	211,868	223,982	233,702	237,056	245,471
	Other E&G	164,459	176,544	183,343	163,629	154,119
	Public Service	133,489	145,240	149,851	159,187	165,522
	Research	127,287	138,682	151,156	174,236	191,286
Total Expenditures		**$1,014,954**	**$1,123,312**	**$1,189,925**	**$1,176,690**	**$1,231,550**
University of Louisville	Academic Support	$44,198	$41,387	$45,626	$43,463	$45,741
	Auxiliary/Hospital	51,140	55,341	59,036	37,694	61,465
	Instruction	101,583	114,507	122,889	179,194	177,105
	Other E&G	118,102	127,293	132,223	157,348	159,471
	Public Service	69,375	72,548	76,002	50,646	53,412
	Research	53,258	61,608	75,783	74,012	87,831
Total Expenditures		**$437,656**	**$472,684**	**$511,559**	**$542,357**	**$585,025**
Western Kentucky University	Academic Support	$10,534	$13,219	$11,501	$9,961	$10,463
	Auxiliary/Hospital	13,513	30,315	12,058	12,353	15,962
	Instruction	49,773	53,737	56,375	58,969	64,137
	Other E&G	60,254	60,482	65,113	73,893	86,557
	Public Service	12,230	14,209	15,094	14,458	16,645
	Research	3,525	3,859	4,392	6,464	6,440
Total Expenditures		**$149,829**	**$175,821**	**$164,533**	**$176,098**	**$200,204**
KCTCS	Academic Support	$20,025	$21,162	$21,284	$21,352	$25,686
	Auxiliary/Hospital	11,075	11,892	12,609	14,144	16,397
	Instruction	125,132	122,234	125,158	130,932	142,433
	Other E&G	119,169	155,551	167,010	204,818	221,912
	Public Service	8,719	4,383	25,693	28,234	33,245
Total Expenditures		**$284,120**	**$315,222**	**$351,754**	**$399,480**	**$439,673**
System Total	Academic Support	$183,748	$199,338	$206,058	$197,540	$226,693
	Auxiliary/Hospital	443,149	519,628	529,369	483,790	545,736
	Instruction	646,240	681,816	715,844	796,726	831,979
	Other E&G	677,484	731,454	782,486	838,202	889,138
	Public Service	256,076	274,270	313,671	307,527	323,072
	Research	190,247	212,109	237,418	262,483	297,578
Total Expenditures		**$2,396,944**	**$2,618,615**	**$2,784,846**	**$2,886,268**	**$3,114,196**

Student Progress *(Public Institutions Only)*

Table 19. First-year Retention[a] Rates 1999 through 2003 (%)

	1999	2000	2001	2002	2003
Eastern Kentucky University	69.8	72.9	73.4	72.7	72.8
Kentucky State University	76.5	69.8	76.2	62.3	67.7
Morehead State University	69.3	71.1	75.0	75.1	73.3
Murray State University	73.3	77.7	77.8	77.0	74.3
Northern Kentucky University	66.0	68.2	69.0	72.4	67.5
University of Kentucky	86.3	88.0	86.1	88.2	86.4
University of Louisville	77.0	78.7	78.4	80.8	83.2
Western Kentucky University	75.3	76.8	77.1	78.5	77.6
KCTCS	53.8	54.9	52.4	55.4	55.2
Lexington Community College	62.5	63.7	65.6	63.2	60.9
State Average	**67.4**	**69.1**	**65.9**	**68.3**	**68.3**

Note[a]: Retained students include all first-time degree and certificate-seeking students who complete their credential or enroll in any Kentucky postsecondary institution the following fall semester.

Table 20. Baccalaureate Graduation[a] Rates 1999 through 2003 (%)

	1999	2000	2001	2002	2003
Eastern Kentucky University	31.5	30.0	37.2	33.1	37.1
Kentucky State University	31.3	31.2	33.5	27.2	39.0
Morehead State University	44.0	38.6	45.6	43.8	44.2
Murray State University	40.9	46.3	55.0	55.4	56.3
Northern Kentucky University	32.3	35.4	40.5	37.8	33.3
University of Kentucky	52.2	55.3	57.2	57.6	61.1
University of Louisville	31.6	30.8	33.3	32.8	34.9
Western Kentucky University	37.7	41.5	40.8	41.0	43.4
State Average	**39.3**	**39.8**	**44.1**	**43.5**	**45.3**

Note[a]: Graduates include any full-time baccalaureate degree-seeking student who earns a baccalaureate at the original institution within six years.

Appendix C

Glossary

2+2 Transfer Programs - 2+2 transfer frameworks maximize the number of credits that transfer to related four-year degree programs, including credit for many technical courses.
***2020 Vision* -** A document that describes the Council's strategic agenda for postsecondary reform (www.cpe.state.ky.gov/policies/policies_strategic_agenda.asp)

A

AA - Associate of Arts
AAS - Associate of Applied Sciences
AAT - Associate of Applied Technology
Ability-to-Pay Indicator - As reported in *Measuring Up*, ability to pay is the percentage of average family income needed to pay for college expenses, minus financial aid.
ACT Core - ACT, Inc.'s minimum recommendation for a college-preparatory high school curriculum. The core curriculum includes four or more years of English, three or more years of mathematics (Algebra I, Algebra II, and Geometry or higher), and three or more years each of specific social studies and natural science courses.
***Action Agenda* -** The Council's strategic implementation plan
ADN - Associate degree in nursing
ADP - American Diploma Project
AIKCU - Association of Independent Kentucky Colleges and Universities. Members are Alice Lloyd College, Asbury College, Bellarmine University, Berea College, Brescia University, Campbellsville University, Centre College, Cumberland College, Georgetown College, Kentucky Christian College, Kentucky Wesleyan College, Lindsey Wilson College, Midway College, Pikeville College, Spalding University, Saint Catharine College, Thomas More College, Transylvania University, and Union College.
AP - Advanced Placement
AS - Associate of Science
Automatic Eligibility - A university that makes continuous progress in at least six of eight objectives of the *Kentucky Plan for Equal Opportunities* is automatically eligible to add new degree programs the following academic year. A community or technical college must make continuous progress in at least three of four objectives to qualify. KSU must make continuous progress in at least 5 of 7 objectives.

B

BBA - Bachelor's of business administration
BSN - Bachelor's of science in nursing
Bucks for Brains - The endowment match program that encourages research at the universities by matching private donations with state funds.

C

CAS - Course Applicability System, an online course planning system that shows students how their coursework will transfer to other postsecondary institutions.
College-Going Rate - As reported in *Measuring Up* and *Postsecondary Opportunity*, the percentage of ninth-graders who enroll in college in any state four years later.
College-Level Course Enrollment - The number of high school students enrolled in a college course at any Kentucky institution plus the number of scores of "3" or more on Advanced Placement tests. College-level course enrollment is a duplicated figure, and reported per 1,000 high school juniors and seniors.

College Participation Rate - Percent of the population (aged 18 and over) enrolled in a postsecondary institution.
Community and Technical College Transfers - *Two-year institutions:* The number of students who transfer from the Kentucky Community and Technical College System and Lexington Community College to any Kentucky four-year institution (public or independent). *Four-year institutions:* The number of KCTCS and LCC students accepted as transfers.
Completer Degree - Completer degree programs accept all coursework from any associate degree program and provide an upper-division program leading to a specific baccalaureate degree.
CPE; the Council - Council on Postsecondary Education
Current Population Survey (CPS) - A monthly survey conducted by the Bureau of the Census and the Bureau of Labor Statistics. The annual March demographic survey includes questions about educational attainment. The 2002 survey included 78,000 households. Estimates based on CPS data allow states to track annual shifts in educational attainment.

D

Developmental - See "remedial."
Dual Credit - High school students enrolled in a dual credit college course receive credit toward high school graduation and credit at the postsecondary institution.
Dual Enrollment - Contemporaneous enrollment in high school and college courses. Students who are dual enrolled may or may not receive dual credit for their college courses.

E

EEO - Equal Education Opportunities
Extramural Research and Development Expenditures (UK and UofL) - Research and development expenditures from federal, state, industry, foundatoins, and "other" external sources as defined by the National Science Foundation; excludes institutional expenditures.
Extramural Research and Public Service Expenditures (comprehensive universities) - Restricted research and public service expenditures divided by total full-time faculty. Reported as a three-year average.

F

Federal Research and Development Expenditures (UK and U of L) - Research and development expenditures from funds supplied by federal sources, as defined by the National Science Foundation.
FIPSE - Fund for the Improvement of Postsecondary Education
First-Professional Student - A student enrolled in dental, law, medical, or pharmacy school.
Five-Year Graduation Rate - See "transfer graduation rate."
FTE - Full-Time Equivalent
Full-Time Equivalent Enrollment - Full-time equivalent enrollment is calculated as headcount enrollment of full-time students plus 1/3 the headcount enrollment of part-time students. House staff and post-doctoral students are not included in the calculation.

G

GEAR UP - Gaining Early Awareness and Readiness for Undergraduate Programs, a federal grant program

GED - General Educational Development test, which provides a credential equivalent to the high school diploma.
GED College-Going Rate - The percentage of GED completers who enroll in a Kentucky postsecondary institution within two years.
Graduate Enrollment - Headcount enrollment of graduate and first-professional students (includes both part-time and full-time students); excludes post-doctoral students and house staff.
Graduation Rate - The percentage of fall first-time freshmen (baccalaureate, undecided, full-time) who earn a bachelor's degree at the same institution within six years (by the fall semester six years later). Institutions can exclude students who are deceased, permanently disabled, or who leave school for active duty military service or mission work from the graduation cohort.

H

HB 1 - *The Kentucky Postsecondary Education Improvement Act of 1997* (*House Bill 1*), the landmark legislation that laid the groundwork for the reform the Commonwealth's postsecondary educaton system.
High School Feedback Report - Provides high schools with detailed information about their graduates' performance on the ACT and in their first year of college.

I

Independent Institutions - Independent institutions included in the Council's reporting and goal-setting efforts include the 19 AIKCU institutions, Mid-Continent College, and Sullivan University.

K

KCTCS - Kentucky Community and Technical College System
KDE - Kentucky Department of Education
KEMTP - Kentucky Early Mathematics Testing Program
***Kentucky Plan for Equal Opportunities* -** A detailed description of the state's commitment to eliminate any remnants of a segregated system of postsecondary education. The plan establishes eight objectives for universities and four objectives for community and technical colleges related to enrolling, retaining, and hiring African Americans. An institution's success in meeting these objectives determines its eligibility to add new degree programs. The eight objectives for public universities are: (1) Kentucky resident African American undergraduate enrollment; (2) retention of first-year Kentucky resident students; (3) retention of all Kentucky resident undergraduate students; (4) baccalaureate degrees awarded to Kentucky residents within six years; (5) Kentucky resident graduate student enrollment; (6) employment of African Americans in executive, administrative, and managerial positions; (7) employment of African Americans as faculty; and (8) employment of African Americans as other professionals. The four objectives for community and technical colleges are: (1) Kentucky resident African American undergraduate enrollments; (2) employment of African Americans in executive, administrative, and managerial positions; (3) employment of African Americans as faculty; and (4) employment of African Americans as other professionals.
Key Indicators - The Key Indicators of Progress are the performance measures and benchmarks the Council uses to gauge the success of reform efforts.
KHEAA - Kentucky Higher Education Assistance Authority
KVHS - Kentucky Virtual High School
KYVAE - Kentucky Virtual Adult Education
KYVU - Kentucky Virtual University

L

LCC - Lexington Community College
LRC - Legislative Research Commission
LMI - Labor Market Information Survey
Low-Priced Colleges Indicator - As reported in *Measuring Up*, the share of income that the state's poorest families need to pay for tuition at the state's lowest priced colleges.
Low Student Debt Indicator - As reported in *Measuring Up*, the average loan amount that students borrow each year. Figures reported in *Measuring Up 2000* included undergraduate and graduate students; *Measuring Up 2002* included undergraduate students only.

M

***Measuring Up* -** The national state-by-state report card on higher education, produced biannually by the National Center for Public Policy and Higher Education.
MOA - Memorandum(a) of Agreement

N

NCHEMS - National Center for Higher Education Management Systems
NCPPHE - National Center for Public Policy and Higher Education
Need-Based Financial Aid Indicator - State need-based financial aid as a percent of federal Pell Grant aid, as reported in *Measuring Up*.
NIH - National Institutes of Health
Non-traditional Student - An undergraduate student aged 25 years or older.
NSF - National Science Foundation
NSSE - National Survey of Student Engagement

P

POD - Program(s) of Distinction
Post-Doctoral Student - A student who has completed a doctoral degree.
Post-Graduate Enrollment - Includes post-doctoral students, medical school residents and interns.
PRAXIS - Certification examination for K-12 teachers

Q

Quantitative Waiver - A university that makes continuous progress in at least five of eight objectives of the *Kentucky Plan for Equal Opportunities,* or a community or technical college that makes continuous progress in at least two of four objectives, must implement new degree programs under the quantitative waiver provisions the following academic year. KSU's standard is four of seven objectives.
Qualitative Waiver - A university that makes continuous progress in four or fewer of eight objectives of the *Kentucky Plan for Equal Opportunities,* or a community or technical college that makes continuous progress in one or none of four objectives, must implement new degree programs under the qualitative waiver provisions, which are more restrictive. KSU's standard is three or fewer.

R

RCTF - Research Challenge Trust Fund
Remedial - Courses or programs below college level offered by a postsecondary institution.
Research Priority Areas of the Knowledge-Based Economy - Defined by the Office of the New Economy as human health and development, biosciences, materials science and advanced manufacturing, information technologies and communications, and environmental and energy technologies.
Retention Rate - The percentage of fall first-time, degree-seeking freshmen (associate, baccalaureate, undecided, full-time, part-time) who enroll the following fall at their native institution or at any other Kentucky state-supported or independent institution. Students who graduate by their second fall semester also are considered retained.
RFP - Request for Proposals
RN - Registered Nurse

S

SACS - Southern Association of Colleges and Schools
SCOPE - Strategic Committee on Postsecondary Education
Seamless - An education system that facilitates students' transitions from one sector to another (e.g., high school and adult education to college or two-year to four-year institutions).
SB 1 - *(Adult Education Reform Act)*
Six-Year Graduation Rate - See "graduation rate."
SREB - Southern Regional Education Board
Systemwide - Includes all of Kentucky's public postsecondary institutions.

T

Transfer Graduation Rate - The percentage of first-time transfer students (baccalaureate, full-time) with 30 or more accumulated credit hours in the fall semester who earn a bachelor's degree at the same institution within five years. Transfer graduation rates are calculated as three-year averages.
Total Postsecondary Enrollment - Includes undergraduate, graduate, first-professional, post-doctoral students, and house staff. Both full-time and part-time students are included.
TRIO - A group of federally-funded programs designed to help low-income students overcome social and cultural barriers to enter college and graduate.

U

U CAN - University Coordinated Advising Network
Unduplicated Headcount Enrollment - Counts each student enrolled once, regardless of the number of courses or credits for which the student is enrolled, or the number of institutions in which the student is simultaneously enrolled.
Undergraduate Enrollment - Headcount enrollment of undergraduate students. Both full-time and part-time students are included.